Will I fit in here?
As you think about where to go to college, we expect one of the big questions on your mind is this: “Will I fit in here?” Perhaps the question first occurred to you when you were doing online research or when you visited a college and observed a classroom, talked to a professor, reached out to a current student, went to a dining hall or attended an athletic event.

It’s the right question to ask. At Princeton, we work hard to ensure that our students succeed not only academically but also in every other way. Wherever you go on our campus, you will find others who share your values, heritage and interests, as well as those who don’t. And just as important, when you don’t, you will find students and faculty who are interested in what makes you tick and are open to hearing about your experiences.

We believe this is the time of your life to grow in every way. While you value where you came from, you no doubt are seeking a learning experience that will take you someplace you have never been — intellectually, emotionally and physically.

Our driving philosophy is to ensure an environment where you will be comfortable and challenged. We spend many months seeking students who will help us build a community that is as diverse and intellectually stimulating as possible. Living and learning in such a rich cultural environment will transform your life.

Within these pages, you will see how our community comes together. When you’re done reading, we hope the answer to the question will be “Yes, I fit in here.”
“Princeton University is home to a diverse community of scholars and students who hail from a dazzling variety of ethnic, religious, racial, geographic and socioeconomic backgrounds. The perspectives that all of us bring to campus enrich the University in a myriad of ways, smashing old stereotypes, provoking new visions of what our world can be, and creating a campus life that is vibrant, colorful and inclusive.”

—Christopher L. Eisgruber, Princeton University president
“We are reaching out to students from every background. We value their aspirations, goals and intellectual successes. When students join our multicultural community, they bring their viewpoints, experiences and talents, which contribute immensely to our campus.”

—Janet Lavin Rapelye, dean of admission
Mosaic Key

The opening mosaic is made up of images that reflect the diversity of the Princeton campus. These images are repeated within this publication.

#1 — Wallace Hall, home of the sociology department  (Page 20)

#2 — “The Great Globe” in Guyot Hall  (Page 15)

#3 — Latino Graduation celebration  (Page 15)

#4 — Bronze tigers at Nassau Hall  (Page 41)

#5 — Women’s Center lobby  (Page 12)

#6 — Carl A. Fields Center for Equality and Cultural Understanding  (Page 13)

#7 — Student orientation leaders joining hands  (Page 6)

#8 — Rainbow Lounge in the LGBT Center  (Page 12)

#9 — Chinese character for “tiger”  (Page 44)

#10 — Frederick Douglass bust in the Department of African American Studies lobby  (Page 32)

#11 — Sept. 11 Memorial Garden  (Page 20)

#12 — “The World” sculpture in the Woodrow Wilson School lobby  (Page 51)

#13 — Mural at Frist Campus Center  (Page 6)

#14 — Mosaic tile outside of the Marquand Library of Art and Archaeology  (Page 33)

#15 — Center for Jewish Life/Hillel  (Page 26)
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Learn more. Office of Admission admission.princeton.edu

Read blogs written by Princeton undergraduates. admission.princeton.edu/blogs
When you look in the mirror, who looks back? What you see may suggest how you define your identity, and nobody else can do that for you. You may define yourself by your race, heritage, gender, sexual preference or income level, or by the foods you eat, the music you love, the place you call home or your intellectual interests. What is important to us is not necessarily how you choose to define your identity, but rather how the environment we create at Princeton reflects, respects and welcomes the complexity of your identity.

In the classroom, dining hall, residential college and athletic field, you will bring the entirety of your background and experience to every interaction. You have a right to expect that how you define yourself will not merely be acknowledged, but valued. Further, we want your own experience to be enriched by the differences you will encounter in all of these venues.
Racial awareness is not something that someone can exhort you to have; it is, I think, part of growing up. I’m not so interested in compelling my students to find the meaning of race, but more in helping them to remain open to understand how race comes to have meaning both in the world and inside ourselves. We are each of us more than the products of the prescribed history, yet none of us are utterly free agents. We can and must chart our own courses; we are also the bearers of the desires of family, culture and law.

When you are ready to confront the complex map of American racial dynamics, or when that landscape rises up to meet you, I urge you to pause and reflect and give yourself the permission and the patience to entertain ambivalences and contradictions rather than moving quickly to easy identities and solutions. John Keats, the poet, calls this exercise in ambivalence “negative capability,” which is the ability to hold opposing ideas at the same time. This is not an easy or comfortable position to be in, but it may be your most powerful weapon against the closure of categories that the world is eager to impose on you.

Anne Cheng,
professor of English and African American studies,
from her Martin Luther King Jr. Day speech
Diversity in the Classroom

Imagine a classroom where every student approaches every problem the same way, where discussion is lackluster because everyone agrees, where students’ views are nearly identical because of the homogeneity of their life experience, culture, faith, political leanings and socioeconomic status.

At Princeton this would never happen. The University aims to make every classroom experience life-altering, and foundational to that commitment is the necessity of ensuring that all who engage in this enterprise of teaching and learning bring something different to the table. The liveliest discussions rely on multiple points of view, and spirited debates are most likely to occur in settings where interests diverge.

Educators know that the best education opens the mind to other points of view that prompt a critical reassessment of long-held beliefs, and exchanges that enlighten often happen when the participants share little except the desire to learn. So, for example, Princeton students sometimes report that their most interesting class was taught by a professor whose political leaning was diametrically opposed to their own.

Similarly, professors say the classroom dynamic can shift unexpectedly when a student relates an experience from a background radically different from those of the professor or the other students in the class. Gary Bass, a professor of politics and international affairs at Princeton, recalls that several years ago he was teaching a course on human rights and war crime tribunals. In his class was a student from Bosnia, whose family had lived through the Bosnian war and who could recount firsthand what it meant to live with the specter of genocide. The quality of discussion in this class was profoundly raised due to the participation of this student.
What Does It Mean to Be Asian American?
Focus On: Evan Kratzer, Class of 2016

Evan Kratzer, who is majoring in the Woodrow Wilson School of Public and International Affairs, says that when he arrived at Princeton his sense of identity was “irregular.” It’s a word he acknowledges needs some explanation.

Kratzer’s father is descended from Western Europeans who came to the United States in the 1600s; his Japanese mother came to this country in the 1980s. When he was young, his parents divorced, so instead of growing up in a culturally mixed household, he found himself going back and forth between two houses that were culturally very different. The experience was somewhat disorienting.

Adding to this confusion, by the time he reached seventh grade, most of his friends who were Japanese nationals living in his community near New York City had moved back to Japan. When he looked around for people who were similar to him, they tended to be Chinese Americans, and so his identity became more nuanced.

“Seeing that in some ways I was similar to them in outlook and appearance, if not in culture, might have complicated things,” he says. He began to generalize his identity, thinking he was not defined narrowly as Japanese but rather as an Asian American. That’s why he believes his identity was irregular.

“For many people, the term ‘Asian American’ doesn’t stick so well because their cultural ties to individual countries — for example, China, Korea or Japan — are much stronger,” he says. “If you look at the membership of the Chinese Students Association here, it’s huge, not just because they are international students, but also because many Chinese Americans affiliate more with that bond than with Asian American.”

But Kratzer leans strongly toward Asian American because of his own experience, and because of his earlier readings of Helen Zia, the daughter of Chinese immigrants, who writes about the transformation of Asian Americans from a small set of disconnected ethnic groups to a self-identified racial group.

Kratzer says the term ‘Asian American’ is inherently sociopolitical, in addition to being cultural, and it suggests a complicated narrative of race in the United States. This understanding has led him to believe that it is crucial for universities to provide an Asian American studies program so that all Americans understand the experience of Asian Americans, their history and their role in U.S. society.

At Princeton, he has been a strong advocate for such an academic discipline. He says he came to the University knowing that would be his focus. Because of proponents such as Kratzer, there has been progress and the discussion continues about expanding the University’s commitment to Asian American studies through the Program in American Studies.

“The reason why diversity matters is because it brings diverse viewpoints to the University,” Kratzer says. “Having a field such as Asian American studies would increase the number of people of various backgrounds and with differing viewpoints.”
Building Bridges Between the Deaf and Hearing Communities
Student Perspective

A lot of people ask me why I chose Princeton. They wondered why I didn’t join my friends at various Deaf universities.

They were thinking, “Why are you leaving us? Why are you going to Princeton alone? You are going to be the only Deaf student there and will be very isolated, with only a few people able to use American Sign Language. The Deaf community wants you, with your character and talents, to stay in our community.” (People in the Deaf community who use ASL and identify with Deaf culture spell the word with a capital “D.”)

But I believe that coming to Princeton is an amazing opportunity. There has never been a better time for the Deaf to venture into the hearing community and spread awareness of the Deaf culture and ASL. Being separated from my community and friends is tough, but I consider it a worthy sacrifice that will bear great fruit.

Princeton is a wonderful cultural melting pot. Many people I’ve met here are very open-minded and always welcoming. It’s delightful how you can meet someone new every day — someone who comes from an entirely different culture from your own — and engage in a profound cultural exchange.

I came to Princeton because I am on a mission to construct cultural bridges connecting the Deaf and hearing communities. With all the cultural exchanges going on between all the amazing students at Princeton, people are always eager to discover new communities such as the Deaf. I have wonderful friends here who have learned to sign very well. It has been amazing to see how fast they’ve picked up ASL so they can communicate with me. With these friends, I feel very at home here. In fact, I rarely rely on interpreters outside of class because with my signing friends I have access to almost all aspects of the Princeton social life.
Even though I’m the only Deaf student here, I feel like I’m having a very normal college experience. Admittedly, before coming to Princeton I was concerned that I would have difficulties making friends and developing a healthy social life, but I’m relieved that isn’t the case.

Whitman residential college has been a big part of my Princeton experience. My “zee group” (16 fellow student advisees and a residential college adviser) is a truly phenomenal group of people. Last year, all of them tried hard to learn ASL so we all could communicate. I’m deeply grateful for such a welcoming family at Whitman — they truly made my freshman year the positive and rich experience it was.

My friends are just wonderful. Once we wanted to see a movie at a nearby theater. Unfortunately, the closed captioning system was inoperative at that time. I didn’t want to disappoint my friends, so I told them to go ahead and watch the movie while I got some other work done. But being the people they are, they said, “Nope, we’re not going to watch it without you.” And we ended up going to a different event that night, which was a lot of fun. That is just a small example of how incredibly inclusive the Princeton community is. I truly made the right decision to become a Tiger.

Colin Lualdi, Class of 2017, is majoring in physics. He is from Weston, Massachusetts.

All Sizes, Colors and Flavors

For me, diversity simply means that Princeton tries to reflect first the country of which it is a national university, and second, the globe of which it is increasingly a critical institution. The diversity comes in all sizes and colors: ethnic, income, sexual preferences, politics and even ice cream flavors. It is about a zone of respect where the minimal expectation is of civility, but we can aspire to understanding. It is about feeling comfortable being who you are while also making the choices and sacrifices involved in living in a community. What we try to guarantee is that the student body is diverse enough to teach and to learn from each other.

Miguel Centeno, Musgrave Professor of Sociology, professor of sociology and international affairs; chair, Department of Sociology
Multicultural Organizations and Campus Centers

Outside class, you will have extraordinary opportunities to express yourself through a vast array of cultural centers and student organizations. Through these organizations and centers, you will find countless ways to engage other students who share your cultural, ethnic and academic interests through language, dance, faith, civic action and other means.

Many students also use these venues not just to find others who share their values, but to try something entirely new. The exploration can lead to a wonderful process of self-discovery both socially and academically, and ensures possibilities for exercising leadership skills and community service.

To enable this exploration, centers and organizations are consciously open and welcoming to everyone, providing a structure for social networking and growth. A white student, for example, recently worked with a campus organization of African American women interested in drama and helped share her passion for opera, resulting in the organization’s first performance of Elton John and Tim Rice’s “Aida.”

The starting point for your journey may be found within one of the five campus centers that serve as hubs for multicultural and service activities.

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An Inclusive University Environment

The Fields Center plays a crucial role in the life of the Princeton University community and its goals as an educational institution. As Princeton values diversity and believes it enhances educational opportunities, the Fields Center also contributes to the creation, cultivation and promotion of an inclusive university environment. The center seeks to emphasize its values as integral to those for which Princeton stands, from the first days of freshman orientation, throughout a student’s years of education and beyond. The center also provides faculty and staff with resources to promote informed, intelligent and civil approaches to issues of racial, cultural and socioeconomic diversity within and outside of the classroom.

Tennille Haynes,
director of the Carl A. Fields Center
for Equality and Cultural Understanding
The Fields Center provides training, educational opportunities, and social and cultural programs to enhance understanding of cultural differences and commonalities. The center hosts social and cultural activities for the Princeton community that encourage and support self-reflection and dialogue. Programming focuses on civil approaches to issues of racial, cultural and socioeconomic diversity both inside and outside the classroom.

Davis International Center

The Davis International Center is a resource for international students and scholars. Its programs seek to advance cross-cultural understanding and interaction among U.S. and international students and scholars. It also provides cultural and social programs and assistance with practical matters related to living in the United States, such as visa services. Among the activities offered are weekly discussion groups on topics ranging from American Football 101 to Communicating Across Cultures.

Lesbian, Gay, Bisexual, Transgender Center

The LGBT Center provides programming, advising, training and consultation for the entire campus. Activities include lunch discussions, film screenings, speakers and a discussion group for first-year students. The center supports more than 20 student groups. With a lounge and library, it offers a safe and welcoming space for students to make friends, study and speak with staff about personal matters.

Pace Center for Civic Engagement

The Pace Center for Civic Engagement empowers students to learn what it means to serve and be part of a community. From service projects and student organizations, to break trips and summer internships, the center guides students as they explore critical social issues, advocate for reform and volunteer in the community. With the Pace Center, students can discover what moves them, learn how to make a difference and live a meaningful life.

The Women’s Center

The Women’s Center is a resource for all members of the University community. It supports women at Princeton through educational, cultural and social programs that encourage exploration of gender issues. The center assists student-initiated programs and provides training in leadership. Examples of programming include everything from feminist comedy to celebrating International Women’s Day.
How to Prepare Low-Income Students for College

Focus On: Jason Klugman, Director of the Princeton University Preparatory Program

In the late 1990s, Princeton realized it needed to do more outreach to attract outstanding high school students from low-income families. After brainstorming with faculty and others, the University launched a partnership in 2001 with three local high schools, later expanding to six.

Administered by the Princeton University Program in Teacher Preparation, the Princeton University Preparatory Program (PUPP) identifies high-achieving ninth graders in these schools based on their grades, standardized test scores and family income. Jason Klugman, director of the program, says 130 students typically apply each year for 24 slots. Those who are admitted go through orientation, sign a family contract outlining goals and responsibilities, and participate in three six-week summer institutes at Princeton, after-school academic sessions and weekend cultural enrichment events.

Through PUPP, participants develop core academic skills and receive the same kind of standardized test preparation and college admissions counseling that many students from more affluent homes receive. By the time they complete the program, they also will have visited about 30 college campuses, and in some cases they will meet with PUPP alumni enrolled in these colleges.

Klugman says the results have been dramatic. Nationally, only 10 percent of low-income students graduate from college in four to six years, compared with 72 percent of PUPP alumni. From 2004 to 2014, 60 percent of PUPP scholars attend or have graduated from top-tier schools, including 18 who have attended Princeton.

These results have not come easily. Over the years, PUPP has found it is not enough to work on students’ academic skills.

“There are all sorts of family and school challenges,” Klugman says. “A parent who loses a job, citizenship issues, a house fire or food emergency, a long-term substitute teacher in an essential math course — all of those. So what we’ve found is that we’ve become first responders for a broad range of complications, and we work very closely in collaboration with our high school partners to address these concerns.”

He adds: “Leveling the playing field is not even what we do. We’re talking about getting someone into the parking lot of the stadium.”
A Sampling of Student Organizations

African Students Association
Arab Society of Princeton
Asian American Students Association
Black Men’s Awareness Group
Black Student Union
Central and Eastern European Student Association
Chinese Students Association
Colombian Student Association and Friends
Cuban American Undergraduate Group
Hong Kong Students Association
International Students Association of Princeton
Japanese Students Association
Korean American Students Association
Malaysian and Singapore Student Association
Native Americans at Princeton
Orange Pan-Hellenic Association
Pehchaan (Pakistani and Pakistani American organization)
Persian Society of Princeton
Princeton Association of Black Women
Princeton Caribbean Connection
Princeton German Association
Princeton Hidden Minority Council
Princeton Latinos y Amigos
Romanian Students and Scholars
Scandinavian Club
South Asian Students Association
Taiwanese American Students Association
THAIGERS: Thai Students’ Association
Turkish Students Association
Vietnamese Students Association
Finding Her Niche
Focus On: Lily Gellman, Class of 2017

Lily Gellman, a triplet from New York City, straddles several worlds. “I’m queer, white and Jewish, and all those inform my worldview and politics as well,” she says.

Although she believes she could have fit in well at any number of schools, Gellman, who is pursuing an independent concentration in American studies, fell in love with Princeton when she first visited and has no regrets about her decision to enroll here.

Gellman, whose sister also attends Princeton and brother attends Harvard, says the University has changed significantly in recent years, and she regards it as a comfortable place. “It’s among the better campus climates that are available,” she says. “Obviously there will be hiccups at any institution that’s been around as long as Princeton has, but it’s such a wonderful school in so many ways, and you really do have the ability to find your niche.”

She spent three of her early years in Jerusalem, where her father was the bureau chief for The Washington Post. Her time there instilled in her a love for Judaism, but also a sense that something was amiss. Today, in what she calls “a great exercise in community building,” she manages to navigate two roles that often do not coexist very well on most campuses: She is an activist for Palestinian rights, as well as a participant in many activities at the Center for Jewish Life.

One day you might find her leafletting in dorm rooms, advocating for divestment from multinational corporations that she believes are exploiting Palestinians. On another day, she might be singing traditional tunes in Hebrew with Koleinu, a Jewish a cappella group; drumming in a Sabbath service with Kesher, Princeton’s Reform Judaism organization; or, through the Jewish LGBT group, celebrating Pride Shabbat.

On the secular side, she is co-president of Pride Alliance, an LGBT and allies organization that plans Pride Month every April and is responsible for organizing panel discussions on a variety of issues. Gellman notes that Pride Alliance’s interests often intersect with those of straight groups on campus, such as the Undergraduate Student Government and Princeton University Players, a student-run musical theater troupe.

Gellman reserves much of her enthusiasm and praise for the LGBT Center, where she works as a student staff member. She says her initial contact with the center and its leadership is one of the reasons she decided to come to Princeton.

“I think they’re really amazing,” she says. “It’s a privilege to work with them on the programming that we do.”
Religion

Whatever your religious tradition might be, you will likely find a home in one of Princeton’s many opportunities for worship and meditation. Undergraduates are served by 14 chaplaincies and a number of student-run organizations — exactly what you would expect of a community that attracts students from around the world. The Office of Religious Life, which supports all religious traditions in the practice and expression of their faith, also encourages interfaith dialogue and occasions for community service.

The office’s Religious Life Council provides visibility for the strength and diversity of religious life at Princeton. Its vision is to explore the connection between intellectual life and spiritual growth and to deepen understanding among all faiths.

You might find yourself participating in one of the many activities supported by the office: weekly religious services; holiday observances; a body and spirit exercise and meditation in the campus gym; an interactive discussion with a Talmudic scholar; or a cross-cultural discussion group for women about body image, self-presentation and stress management. The office runs its own café, which offers free coffee, hot cocoa, tea and freshly baked cookies from 10 p.m. to 12:30 a.m. during the academic year. The University Chapel sponsors service trips, trips abroad, retreats and afternoon concerts.

“Ayat Princeton, we learn from each other through what makes us different. We refract the content of our courses and daily interactions through the lens of our life experiences and those things we believe (or don’t); they are the foundation for the richest kind of intellectual, spiritual and personal growth.”

The Rev. Dr. Alison Boden, dean of religious life and the chapel

Campus Chaplaincies and Groups

Aquinas Institute (Catholic)  Princeton Buddhist Students’ Group
Athletes in Action  Princeton Evangelical Fellowship
Baptist Student Fellowship  Princeton Presbyterians
Center for Jewish Life/Hillel  (Westminster Foundation)
Chabad  Princeton University Bahá’í Club
Episcopal Church at Princeton  Princeton University Society of Humanists
Faculty Commons  Religious Life Council
Graduate Christian Fellowship/Intervarsity  Sikhs of Princeton
Hindu Life Program  Unitarian Universalist Princeton
Lutheran Campus Ministry  Wesley Foundation (Methodist)
Manna Christian Fellowship
Muslim Life Program
Orthodox Christian Fellowship
I immediately became involved in the Muslim Student Association (MSA) when I came to Princeton. It’s a really welcoming group; it’s an easy way to have a community, especially in the first few weeks. I currently serve as vice president, and I am excited I can help build this community.

One of my goals as a sophomore was to be more accessible to the freshmen. The sophomore-freshman relationship is special since we all eat in the dining halls. We make an effort to have individual meals with freshmen on a regular basis. It’s informal, but intentional.

I also started a program called Girls Brunch. I bring in a graduate student or a local community member to talk about such important topics as the first women-only mosque in the United States, which opened in Los Angeles in February 2015, and marriage in Islam. My goal was to provide a safe space for students to discuss these issues and create some sisterly love.

MSA is a subset of the Muslim Life Program (MLP), which is run by Imam Sohaib Sultan (pictured below) and the Office of Religious Life. The fact that we have our own chaplain at the University is great. Imam Sohaib is a wonderful support for us, both on an institutional level and a personal one.

It’s hard to be a Muslim in America practicing your faith and not being apologetic for it. It’s something I struggled with a lot in high school. I was secretive; I didn’t want it to be my defining identity. The more I learn and educate myself through the MLP, the less defensive I become. I didn’t wear a hijab in high school. I started to wear one at the end of my freshman year. Coming here I’ve gained a lot of self-confidence in religious expression.

Zeena Mubarak, Class of 2017, is majoring in Near Eastern studies. She is from Fairfax, Virginia.
**Engagement With Hinduism**

Princeton University offers a vibrant environment in which Hindu students, and all students interested in Hindu culture and practice, can thrive. As the first university in the nation to host a full-time Hindu life program, Princeton is literally leading the way when it comes to meaningful engagement with Hinduism on campus. From an annual Diwali celebration in the iconic University Chapel, to weekly study groups exploring India’s sacred texts, to a lecture series that brings some of the world’s finest scholars of Hindu studies to our campus, Princeton evinces a commitment to living Hinduism on campus that is unparalleled.

*Vineet Chander,*  
coordinator for Hindu life

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**A Muslim Home Away From Home**

Princeton’s Muslim community offers students a home away from home. We have a diverse, close-knit and welcoming community where students form lifelong friendships and explore their spiritual identities. Princeton is one of the few universities in the country that has a full-time Muslim chaplain. From our weekly Jummah prayers and educational seminars to fun Salam Saturdays and interfaith gatherings, we have plenty to keep everyone engaged and coming back for more.

*Imam Sohaib Sultan,*  
coordinator for Muslim life

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**Exploring Jewish Life**

Princeton is a fantastic place to be Jewish. Diverse and pluralistic, the Center for Jewish Life is a gathering place for Jewish students as well as students from all backgrounds. Whether celebrating Shabbat at festive Friday night dinners or engaging in dialogue with other religious and ethnic groups, Princeton students are curious to explore their own identities while learning from each other.

*Rabbi Julie Roth,*  
executive director, Center for Jewish Life/Hillel at Princeton University
Princeton’s financial aid policy is recognized as among the most generous in the country, making it possible for lower- and middle-income students to take full advantage of all the University has to offer. Princeton actively seeks students from a broad range of socioeconomic backgrounds, and 60 percent of our undergraduates receive financial aid.

Princeton was the first university in the country to eliminate the need to take out loans, which means that every aid package relies on grants, not loans that have to be repaid. This policy makes it possible to graduate from Princeton debt free.

We also are one of a handful of schools in the United States whose financial aid policy is the same for domestic and international students.

In the last decade, the amount of our average need-based grants has increased more than the amount of tuition increases in the same period. In other words, Princeton is more affordable today than it was a decade ago, on average, for aid-eligible students. In fact, Princeton is likely to be more affordable than a state university for lower- and middle-income students.

At Princeton, most aid applicants with family incomes up to $250,000 are eligible for some aid.

Overall, this adds up to a policy that assures a Princeton education will be affordable to any student who is admitted. And since Princeton’s aid package is built on grants rather than loans, students can graduate debt free. In fact, 83 percent of recent seniors graduated without debt. For the remaining 17 percent who chose to borrow, usually for such expenses as an unpaid internship or a laptop computer, the average total indebtedness over four years was $6,600, which is far below the national average.
The average grant for households with incomes up to $65,000 covers 100% of tuition, room and board.

60% of undergraduates received aid in 2014-15.

83% of recent seniors graduated debt free.

Most aid applicants with family incomes of $250,000 are eligible for some aid.
From Newark’s Inner City to Princeton
Focus On: Kevin Lopez, Class of 2016

Although Kevin Lopez grew up less than an hour from Princeton, his world could not have been more different than the world he occupies now. He was born and raised in Newark, New Jersey, where he says he knew from a very young age that safety was an issue.

“I had to grow up quickly,” recalls Lopez, a sociology major, and not just because of things he might encounter in his neighborhood. His parents, immigrants from Colombia and Ecuador, did not speak English very well, so the responsibility fell to him as an only child to help with such daily interactions as conversing with the landlord and translating household bills.

For most of Lopez’s school years, his father worked nights and his mother worked days as factory laborers, which means he rarely saw his father except on weekends. Despite the challenges, there was one constant in his life.

“Education, since day one, has always been the most important thing in my household,” he says. “I remember my dad would grab my hand with his blistered hand and say, ‘This is the hand of a laborer; this is the hand of a scholar. Which do you want?’”

Lopez became a motivated student. In high school, he was accepted to a magnet school, Technology High School. Although getting to school required an early rise and a trip on two public buses, it was the right move educationally.

He also became an accomplished hockey goalie, and his team at East Side High School, composed mainly of minority students, became known in the wealthier, suburban districts for its skill, discipline and sportsmanship. Eventually his team made it to the state playoffs.

Lopez’s big break came in his junior year when a representative of Leadership Enterprise for a Diverse America (LEDA) came to his school to recruit high-performing students for a college-preparation initiative. As part of the program, the students would spend six weeks taking summer courses at Princeton. Lopez says it was a life-changing experience.

“My parents and uncle came here to drop me off that summer,” he says. “It looked like a fantasy book. I remember my parents crying, and then my dad casually said, ‘What if you went here for school?’” Nobody thought it was really possible because even if Lopez could gain admission, how would he pay for it?

A few months later, he applied, was eventually admitted and qualified for a full financial aid package. His achievement was announced at a New Jersey Devils hockey game, and he was congratulated by Newark Mayor Cory Booker, now a U.S. senator, at Lopez’s high school graduation, where Lopez was class valedictorian.
Financial Aid: Students Admitted to the Class of 2019

<table>
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<th>Gross Family Income</th>
<th>Average Grant *</th>
<th>What It Covers</th>
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<tr>
<td>$250,000 and above</td>
<td>$19,000</td>
<td>43% of tuition</td>
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Most who qualify have at least two children in college.

*A grant does not have to be repaid. Sometimes grants are referred to as “scholarships” or “gift aid.”

Of those who applied for aid: 🔴 100% qualify 🔴 90% qualify 🔴 83% qualify 🔴 40% qualify

**Tuition = $43,450**  **Room and board = $14,160**

Your grant may vary from the above average based on the Financial Aid Office’s individual evaluation of your family’s resources, including assets other than the family home or retirement funds.

Financial Aid Estimator

Princeton’s goal is to attract the most talented students, regardless of their income. For this reason, all of our financial aid money is committed to students in need; the University does not award academic or athletic merit scholarships.

**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/financialaid/estimator/. Please note that the estimator is only accurate for U.S. and Canadian families.
Professor Sandra Bermann’s Tips for First-Generation College Students

1. **Find helpful student, faculty and staff networks.** One example is the Princeton Hidden Minority Council, a group of students, faculty and administrators who share their experiences as first-generation college students. Another, for women, is Princeton’s Women’s Mentorship Program, started by two students. This program is organized around pods, which are groups of four women from each class (along with a faculty member or senior administrator) who mentor each other on social and academic issues. Other examples of mentoring groups include QuestBridge Scholars and the LEDA (Leadership Enterprise for a Diverse America) Scholars at Princeton. QuestBridge and LEDA help high-achieving, low-income students enroll at selective colleges and universities. At Princeton, alumni from both organizations mentor incoming freshmen from low-income backgrounds.

2. **Reach out to other students** and don’t be intimidated. Get to know students who are like you and students who are different. Encountering students from various backgrounds contributes directly to your education and your ease at Princeton.

3. **Engage and explore** the many opportunities available at Princeton, inside and outside the classroom.

4. **Immerse yourself** in college and also stay in touch with your family.

5. **Make a connection to a faculty member.** The easiest way is to introduce yourself after a class and ask a question about the lecture or thank your professor for something you learned. Go to office hours (professors enjoy talking to their students), or invite an instructor to lunch or dinner at your college.

6. **Always ask questions.** There are many people here to offer direction, advice, help or support.

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**A Diverse and Inclusive Campus**

Princeton’s diversity is one of the keys to its excellence as an academic and residential community. If it did not take full advantage of the widest possible range of talents, identities and backgrounds, the University would be undermining its own educational mission and failing to train its students to be leaders. A diverse and inclusive campus is more creative and intellectually stimulating than a homogenous or exclusive one. Research shows that heterogeneous groups are more innovative and successful at problem solving. In our global society, we all benefit from the chance to be exposed to different perspectives, learn about each other’s life experiences, and develop the skills to engage with other cultures.

**Michele Minter,**
vice provost for institutional equity and diversity
Though I’m now a professor and residential college master, this is not a career I could have imagined as a child. I grew up in a small Midwestern town, the daughter of a TV and radio repairman. My earliest memories are of daily drives with my parents in my father’s truck from our flat in South Chicago to his store some 50 miles south. I played on the floor of the store and took my naps in the back room where he’d made me a bed. Not an idyllic setting for a child, perhaps, but it was a place where I could do a lot of dreaming — and imagining. Over the years my parents bought a house, had another child, and my mother worked less in the store, doing the business ordering and accounting at home.

Though neither of my parents went to college, both valued education and my mother was a passionate reader. Her joy in reading and desire to learn filled our home. I especially remember a set of “Classics” with gold-edged pages arranged on a high bookshelf. She moved them to a place I could reach, and there I encountered childhood classics, but also eventually Ralph Waldo Emerson, a few philosophers (abridged) and Shakespeare.

College, preferably an intellectually competitive school in a different part of the United States, seemed to me the perfect way to pursue my growing intellectual interests. My parents were supportive but apprehensive that I would feel out of place. True, compared with most of my college peers, I was not well prepared. In spite of those “Classics,” I did not have a repertoire of serious reading to call to mind, nor the intellectual tools to analyze it. Still worse, I had never really learned how to study — and was too far from home to return for the “TLC” I wanted. The words of a couple of people in my freshman year helped me move forward. First, a particularly kind English professor reminded me that one of the main things separating his expertise from mine was simply time. He’d been reading and writing some 30 years longer. Be patient, hard-working and determined, he advised. Second, I asked an academically successful friend how she studied and, especially, how she planned her days. Thanks to her advice, I developed a more efficient study schedule.

Now that I’m a professor and master, I never forget those difficult early college days. The memories still shape how I teach, and they affect how I think of my job as master of Whitman College. I want to help my students learn the academic skills they need to succeed — and I also want them to know that Princeton is a place that will support them as they learn and grow, wherever they are from, whatever their background.

We who teach and work here want students to succeed. We ask that they never hesitate to ask for advice or to ask their teachers questions. And as soon as they can, they should get to know the faculty, staff and students in their residential college. The residential college soon becomes a home away from home, a more intimate community within the larger University environment. As our students discover, there are, in fact, many networks and communities right here on campus to help them on their way. We suggest that they please use them and enjoy all the exciting opportunities ahead.

Should you end up at Princeton, you will find more here than you ever dreamed was possible.

Sandra Bermann, Cotsen Professor of the Humanities, professor of comparative literature; master of Whitman College
Once you pass through FitzRandolph Gate, you will begin to see and hear evidence of Princeton’s geographical reach. Not only will you see dress that suggests geographical difference, but you will hear accents from around the United States and the world. These are the most obvious manifestations of the University’s intention of — and success in — enrolling the most talented students from urban, suburban and rural neighborhoods around the country and the world.

You will encounter organizations that celebrate state and regional differences, such as the Hawaii Club and the Princeton Texans Club. Others celebrate international differences, including the Bulgarian Undergraduate Society, the Canadian Club, the Latin American Student Organization and many others.

Another indicator of the student body’s geographical diversity is the variety of foods available on and off campus to satisfy a variety of palates. On campus, the residential colleges — which are essentially neighborhood hubs for living, dining, advising and study — host internationally themed dinners, and all of the residential colleges offer halal dining options, while the Center for Jewish Life serves kosher food. Off campus, the community is populated by a growing number of ethnic and regional restaurants that introduce students to new tastes or tastes that remind them of home — everything from Mexican, Italian, Spanish and Caribbean to Indian, Thai, Korean and Japanese.

Still other signs are the holidays celebrated through dance, diet and reflection; the conversations heard around the dinner table; and the art displayed in classrooms or the posters stapled to lampposts.

The objective is to ensure that you are exposed to a multitude of perspectives of students from everywhere on the planet, and that they inform everything you experience in your academic and social situations. By the time you leave Princeton, the hope is that your enthusiasm for and familiarity with geographical differences will prepare you to be citizens of the global community.
Testing My Texan Beliefs
Student Perspective

As much as I miss my hometown, I am ultimately grateful that I got out of Houston, out of Texas, and out of the South to attend a college in New Jersey, where students come from all sorts of different places.

Before my freshman year of college, I had never been truly aware of my habits and beliefs — it was easy to take them for granted back home, where most people sorted themselves into large, homogenous populations, whether they were of the same ethnicity, nationality, neighborhood or even the same high school. Had I not come to Princeton, I probably never would have fully realized that many of these practices and beliefs seem unusual and foreign to almost anyone who lives anywhere else.

It’s hard to build a strong personal identity without having your perspective on life challenged by meeting new people from vastly different backgrounds, but college is the perfect place to make this happen.

Spencer Shen, Class of 2016, is majoring in comparative literature. He is from Houston.
From Fort Apache to Princeton
Focus On: Emery Real Bird, Class of 2017

For most of his pre-college years, Emery Real Bird was a neighbor and later a resident of the Fort Apache Indian reservation in Arizona, about three hours east of Phoenix and a universe away from Princeton.

Jobs are scarce on the reservation, where the unemployment rate is chronically about 60 percent. The lumber industry used to be a big employer, but now McNary, once a thriving lumber town on the reservation, is almost desolate.

“We have a ski resort nearby, owned and operated by the tribe, and you have to drive through McNary to get there,” he says. “You get a real glimpse into our lives — tough people, stray dogs, alcoholism and substance abuse — yet there are Apaches who, in spite of the negative influences, hold on to traditions, culture and heritage as hope for a better tomorrow.”

For Real Bird, a politics major, life was relatively comfortable because his mother worked for the tribe. But when he was in middle school, the family’s fortune shifted suddenly after a newly elected tribal chairman cleaned house and filled many positions with supporters.

“It was very difficult,” he recalls. “My mother had to work two to three jobs to make up the difference. We learned how to be frugal.” A few years later, however, a well-respected tribal leader was elected chairman, and his mother was rehired as his executive assistant.

In his sophomore year, Real Bird became discouraged with the quality of his schooling. Two of his cousins had applied years earlier to summer school at Phillips Exeter Academy in New Hampshire, so on a lark he decided to do the same. He began filling out the summer program application and then lost it — his toddler cousin had tossed it into the wood pile. He could not find a new application online, so instead he decided to apply as a full-time student. To his amazement, he was accepted.

Although adjusting to a New England prep school was initially difficult, he thrived because students were interested in learning for the sake of learning. He did well, and from Phillips Exeter it was not such a leap to Princeton.

Real Bird has been the leading force in revitalizing the dormant Native Americans at Princeton organization. Only a handful of Princeton students identify as American Indians, but Real Bird has opened membership to anyone interested in indigenous culture and traditions and expects to change the organization’s name to Natives at Princeton.

“If people do not know about the narrative of Native Americans, how can they know America?” he asks. “It was not my reason for coming here, but I want to be part of informing students about indigenous populations, not just Native Americans, but others who are marginalized, too.”
“Part of what works for me about Princeton is that I’m an Iowan and it feels like a small town to me — a small town with interesting people. I feel like there’s a sort of soul, and the faculty are committed to the institution and committed to the students. It’s actually great.”

Margot Canaday, associate professor of history
“More than 2,700 international students, research scholars and faculty hail from 100 countries. They cross oceans, national borders, cultures and languages to contribute to the rich international mosaic that is vital to the University. As they join Princeton’s classrooms, research labs, residential colleges and eating clubs, they sit side by side with American students to exchange worldviews, break down stereotypes and communication barriers, and to learn from one another.”

Jacqueline Leighton, director of the Davis International Center


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*International students with multiple citizenship are counted for each country of citizenship.
Staying Engaged on Two Continents
Focus On: Paulita Lara, Class of 2018

Paulita Lara remembers asking herself at International Orientation, “Am I really that international?” After meeting her classmates from around the world, she was surprised to hear that many students had lived in several locations. Even beyond the international cohort at Princeton, Lara was in awe of how her peers viewed the world as wholly accessible.

Born in Ecuador, Lara moved when she was 2 years old to Bloomington, Indiana, where her father works in academia. She returned to Ecuador each summer, but Ecuador and Indiana are the only two places she’s ever called home. “I have Ecuadorian values as a result of my upbringing, but American society has shaped my ideals and goals,” she says. She studies at Princeton under a student visa.

Her unique perspective as an international student rooted in American culture has made her an asset to the Davis International Center, where she now serves as an orientation leader. She says she has helped educate her international friends about academic and social life in the United States.

“It’s a big shock to many people. I can help international students assimilate to Princeton culture because I understand how they’re feeling.”

The conversation about cultural context begins on campus. Lara participates in “Tea and Talk,” an informal weekly discussion for international students at the Carl Fields Center for Equality and Cultural Understanding. “We discuss race and culture in the classroom, but this program is strictly from the international perspective.”

Lara is a pre-med student who is concentrating in neuroscience and intends to pursue a certificate in linguistics and global health policy. Her goal is to become a trauma surgeon. “I want to apply my medicine in communities that need better health care on an individual basis,” she says. “In small communities, you’re more than just a doctor.” She hopes to work with the nonprofit Doctors Without Borders after Princeton.

However, she is not waiting until graduation to gain experience in the field. She pursued an internship with Child Family Health International in Bolivia. Sponsored by the Office of International Programs, Lara shadowed pediatricians in the capital city of La Paz and its surrounding rural communities.

Although study abroad has deepened her international perspective, Lara says she always looks forward to returning to campus and sharing her experiences with her peers. “This is home now.”
Chapter 4

So Many Academic Choices

Because learning is the focus of your college experience, the classroom is ultimately where you expect to be surrounded and profoundly enlightened by diversity of thought, perspective and choice. Princeton will not disappoint you. It is a world-class institution with faculty who bring the power of their intellect and research to every lecture, seminar and laboratory you attend.

The constellation of interests and talents found here becomes apparent as soon as you begin to explore the course listings. Hundreds of courses are offered every semester, spanning topics from molecular biology, architecture and electrical engineering to humanistic studies, music, Swahili and quantitative computational biology. Classes are taught in more than 20 languages, and in some cases you will have the opportunity to practice your language skills in weekly language tables at dining halls, where faculty drop in for informal chats.

You will be encouraged to sample from the many academic offerings before settling on your concentration. The journey may take you to the University Center for Human Values, or it could take you across academic boundaries to one of our interdisciplinary...
centers and programs, including the Andlinger Center for Energy and the Environment or the Princeton Institute for International and Regional Studies.

But learning happens outside the classroom, too, through intersession service trips, summer study abroad, an international gap year of service and international internships.

Wherever you land, you will finish your academic adventure with a deep exploration of a topic of your choosing. Under the guidance of a faculty mentor, in your junior and senior years you will embark on independent research, capping your Princeton years with an in-depth senior thesis or, if you are an engineering student, a senior project.

Explore, Learn, Succeed

The Woodrow Wilson School’s undergraduate major is for students from all backgrounds and interests who are passionate about public policy. At the WWS we recognize that diverse groups make better decisions, and so we welcome students who come from different starting points in life and hold different views. In bringing together a diverse group of students, we aim to help them develop a set of skills that ultimately serve them in whatever field they choose: a capacity to think analytically and critically; deliberate collectively; balance competing interests; communicate effectively; and cultivate initiative, entrepreneurship and leadership.

Cecilia Rouse,
Dean of the Woodrow Wilson School of Public and International Affairs; Lawrence and Shirley Katzman and Lewis and Anna Ernst Professor in the Economics of Education, professor of economics and public affairs
Departments and Programs

Students pursuing a Bachelor of Arts or a Bachelor of Science in Engineering may choose from hundreds of courses in 36 majors in the humanities, natural sciences, social sciences and engineering. In addition to your concentration (or major), you may earn a certificate of proficiency (or minor) in 50 interdisciplinary or interdepartmental areas. It is not unusual for students to earn more than one certificate.

A.B. Degree

- 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 Languages and Cultures
- Woodrow Wilson School of Public and International Affairs
## B.S.E. Degree

- Chemical and Biological Engineering
- Civil and Environmental Engineering
- Computer Science
- Electrical Engineering
- Mechanical and Aerospace Engineering
- Operations Research and Financial Engineering

## Certificates

- African American Studies
- African Studies
- American Studies
- Applications of Computing
- Applied and Computational Mathematics
- Architecture and Engineering Biophysics
- Cognitive Science
- Contemporary European Politics and Society
- Creative Writing
- Dance
- East Asian Studies
- Engineering and Management Systems
- Engineering Biology
- Engineering Physics
- 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
- Judaic Studies
- Language and Culture
- Latin American Studies
- Latino Studies
- Linguistics
- Materials Science and Engineering
- Medieval Studies
- Musical Performance
- 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
Understanding the Impact of Race on Public Education

Focus On: Christian Tyrell Perry, Class of 2016

Christian Tyrell Perry thought he would pursue economics in college. But after a writing seminar called “Race in America,” which reflects on President Barack Obama’s re-election campaign, Perry began to explore the issue of race in other areas, including education.

“My junior paper was on the resegregation of public schools in New Jersey and on income inequality from one school district to the next,” he says. “I chose New Jersey because the schools here tend to be more segregated due to the stark socioeconomic disparities in residential communities.”

A native of Laurel, Maryland, Perry attended a predominantly white, private institution. He says he didn’t think about race and education in high school. “With maturity and understanding of the historical context of the organization of public education, it’s something I began to think critically about at Princeton.”

Perry is a student in the Woodrow Wilson School of Public and International Affairs. He spent a summer researching public schools in the low-income residential zones of Paris that receive additional funding from the French government. He analyzed the performance of students in these districts before and after the districts were allocated funds. He also pursued language requirements for his certificate in French.

Although Perry only recently discovered his passion for education and public policy, music has been an interest of his for years. “I’m a self-taught guitarist. I started playing in the eighth grade, but piano is my first love,” he says. After seeing the Princeton University Rock Ensemble (PURE) perform on admitted student visit day, he auditioned for the rock group his first semester and performs regularly with the band at University-sponsored events.

He explores music in the classroom, too. In his second semester junior year, he took a course titled “How to Write a Song” with Paul Muldoon, the Howard G.B. Clark ’21 Professor in the Humanities. Working with two other students, Perry composed new pieces of music each week based on an emotion selected by Muldoon.

The class of 25 students performed for singer and composer Paul Simon before he gave a public lecture on campus. Perry acknowledges he was nervous, but that quickly dissipated when Simon offered positive feedback as well as some great career advice. Simon told the students that a song will only take him a
few days to write, but he spends about six months to one year analyzing the piece. He encouraged the class to live with the music.

“It was one of the most incredible experiences I’ve ever had,” he says. “I’ve learned it’s important to critique yourself when writing a song, and that’s true for any academic pursuit.”

As he considers his senior thesis work, Perry is comforted by the fact that his academic pursuits are in line with his personal and professional interests. “As a student, I knew I wanted to pursue many tracks. Every course I take feeds a certain part of my mind. The liberal arts education was made for me.”

Interdisciplinary Links

The brain, because of its nature, requires interdisciplinary cross-level thinking to make the advances beyond what we know now. It’s about exchanging ideas, no matter which department you’re in. And that has been a big part of what promotes neuroscience here at Princeton and what makes me think, “Oh, we’re really going to do something special here.” Understanding how the brain works will have an impact on philosophy, will have an impact on engineering, will have an impact on health. And here at Princeton, we’re on the cusp of producing those interdisciplinary links right now.

Carlos Brody,
Wilbur H. Gantz III ’59 Professor in Neuroscience, professor of molecular biology and the Princeton Neuroscience Institute
“I try very hard to bring undergraduates into the lab, both for thesis projects and also for summer internships, because I think it gives them an exposure to how research is done. They can find out if it’s something they would like to do in the future, and I think it has inspired a lot of students to go on and pursue a research career.”

— Alexander Smits, Eugene Higgins Professor of Mechanical and Aerospace Engineering
Looking to Solve Human Problems Through Engineering
Focus On: Salena Hess, Class of 2016

Salena Hess came to Princeton predisposed toward studying engineering, but like her parents, who both studied engineering and ended up in different fields, she feels like engineering was just a jumping-off point.

“I’m not sure what I wanted to do with engineering, but I know I didn’t want to be an actual engineer,” says the Arlington, Virginia, native. She explains that she didn’t see herself working with machines or in a chemistry lab.

When asked by friends why she wanted to study engineering if she didn’t want to be an engineer, Hess had an easy response: “I wanted to study engineering because it’s a really interesting way to problem-solve. It can be a starting point for so many different fields.”

As is the case with many Princeton undergraduates, her first year of academic discovery took her in other directions and helped her to determine what some of those other fields might be. She joined Engineers Without Borders (EWB) and found an interest in solving engineering challenges in developing countries.

“We have so many robust student organizations here, but EWB is great because we’re working on real-life development projects,” she says. “It’s insane that a group of college students can just get together and implement these projects halfway around the world.”

The academic journey ultimately took her to operations research and financial engineering (ORFE), her major, which is a discipline that includes the five core subjects of financial mathematics, operations research, optimization, probability theory and statistics. For Hess, it is the intersection between applied math and human behavior that is fascinating.

“I think of it as the most people-oriented engineering,” Hess says. “You are designing human systems to maximize efficiency and productivity. I think it’s elegant in the way that you can model human systems using math.”

She also likes the fact that in ORFE, it is easy for her to find a community of peers — particularly other young women — who are interested in engineering. “Having friends who are taking the same classes and engaging with the materials in a social way is very satisfying and something I completely underestimated,” Hess says.
Discovering and Nourishing a Passion for Teaching
Focus On: Raven DeRamus, Class of 2016

Raven DeRamus’ first experience with the McGraw Center for Teaching and Learning was as a student seeking peer-to-peer help with her math and chemistry pre-medicine courses. Today she works at the McGraw Center as a learning consultant, providing that same instructional support to other students desiring assistance.

The experience has been no less than life-changing. Through McGraw and other supports, DeRamus not only developed better time management and learning strategies, but also discovered she was pursuing the wrong field. The realization did not come immediately.

The journey began in her first semester with a consultation at Health Professions Advising, an office that provides guidance and resources to students considering medicine as a career.

The adviser DeRamus met with took her to a meeting with a McGraw learning consultant.

DeRamus says she was impressed by the effort her pre-med adviser made to connect her with the right resources. “She went with me to the consultation; she could have just sent me. Afterward she checked in with me via email a few times in the spring semester, which I thought was really nice. Although I didn’t stick with pre-med, that consultation helped me figure out what I wanted to do and that’s to teach.”

On her own, DeRamus says she might not have been able to determine the next step. She says she was doing OK with her pre-med studies, but they prevented her from taking the courses in her intended English major. She didn’t have the time to read or write, which were two of her favorite activities.

“I had to meet an adviser and a learning consultant to talk it out,” she says. “Just hearing about the process of graduating and then going to medical school — I wasn’t sure I wanted to spend that much time and effort in something I wasn’t that in love with.”

By the end of her sophomore year, she was admitted to the teacher preparation program, a three-to-four semester
Advising and Resources

Princeton prides itself on the variety and quality of academic and support resources it provides all students. A network of services is available through an array of offices and venues.

Among them are the following:

- **Faculty, staff and peer student advisers** at the residential colleges and in campus offices. They are available to help students shape their academic programs, beginning with freshman course selection.

- **The McGraw Center for Teaching and Learning**, which offers free individual tutoring, review sessions for specific courses, academic-skills workshops and other services.

- **The Writing Center**, which provides services to support students’ writing skills.

- **Pre-professional advisers for students** who are interested in medicine, law, business or teaching.

- **The Office of Career Services**, which guides students on full-time employment, internships, resumé writing, graduate school applications and vocational testing.

- **The Office of Disability Services**, which offers a range of services to ensure that students with disabilities have equal access to Princeton’s academic and extracurricular opportunities.

undergraduate program that ultimately leads to a teaching certificate. Included are seminars on pedagogical theory, fieldwork observation and classroom teaching.

All of the coursework is tailored to the subject and grade level DeRamus wants to teach, which in her case is high school English. “It’s been awesome,” she says. In addition to her studies in English and teacher preparation, DeRamus is receiving a certificate in African American studies.

Her enrollment in the teacher preparation program is what brought her back full circle to McGraw. One day, she received a call from the person who leads the learning consultation program asking her if she might be interested in working there as a learning consultant.

DeRamus says her years at Princeton have taught her the importance of giving students an effective network of learning supports.

“Freshman year, I had a difficult time navigating the campus and academics,” she says. “I didn’t even know how to do basic things like go to office hours. From my experience of meeting people who really didn’t understand my concerns, it became very important to me to try to understand students. And that’s why I love my McGraw job so much. It can make the difference between a student graduating or dropping out.”
A Question That Went Viral
Focus On: Duncan Hosie, Class of 2016

The catalyst was a freshman seminar on constitutional law taught by Christopher L. Eisgruber, who was then Princeton’s provost and is now president of the University. The outcome was one student’s face-to-face exchange with a Supreme Court justice about the language the justice had used in two crucial gay-rights cases.

“The class focused on reading directly from Supreme Court decisions,” says Duncan Hosie, who is majoring in the Woodrow Wilson School of Public and International Affairs. “After I was exposed to the decisions, I started doing a lot of my own research on Justice [Antonin] Scalia’s opinions. I believe I read 50 of his original opinions and dissents, so it was very comprehensive research.”

Toward the end of Hosie’s freshman year, Scalia arrived at Princeton to deliver a speech to an audience of about 800 people as part of a scheduled lecture series. Hosie attended the lecture and raised his hand during the question-and-answer period. The question, he said, “was not just something that came out of the blue.”

He prefaced it by announcing to a room of mostly strangers that he was gay, the first time he had made such a pronouncement to anyone outside of a few friends and his parents, whom he had told only a
month earlier. Then he quoted directly from two of Scalia’s dissents in Romer v. Evans from 1996 and Lawrence v. Texas from 2003, in which the justice variously compared homosexual conduct to murder, polygamy, bestiality, incest and cruelty to animals.

“Do you have any regret or shame for drawing these comparisons you did in your dissents?” Hosie asked.

Scalia said he did not, and explained that he used the comparisons as an argument by way of reduction to the absurd. “It’s a type of argument that I thought you would have known. … I’m surprised you aren’t persuaded.”

Some found the response unnecessarily sarcastic. Hosie says he did not. “Obviously I disagree with what he said, and I think he’s wrong, but I think he was respectful. I’m only 19 years old, and he’s one of the most influential jurists of our time. The fact that he took my question and responded to it showed some respect in the sense that he could have just dismissed it. Some people said he was condescending in his response and that he was rude, and I don’t think that’s necessarily true. I was asking a pretty mordant, forceful question, and so it almost came with the territory.”

The challenge and the response immediately went viral. An Associated Press reporter put the story on the wire that evening, and it soon appeared in newspapers across the country. The next morning, Hosie received a call from an MSNBC producer asking if he would appear on “The Last Word with Lawrence O’Donnell.” Hosie agreed, and for eight minutes that evening he responded to the questions of guest anchor Alex Wagner, who seemed astonished by Hosie’s poise and congratulated him on air.

Looking back, Hosie says he has no misgivings. A freshman seminar prepared him for the encounter, and he says his acceptance in the Princeton community has been tremendous, even among those who say they agree with Scalia’s position. “That’s what diversity is all about,” he says.
Princeton students often say that much of what they learn happens in residential colleges, campus centers and conversations around the dinner table. Because of the diversity of students’ interests, every engagement is an opportunity to learn something new. Scratch the surface and you will likely find that the person you’ve encountered in any number of social situations has a story you’ve never imagined.

It’s all part of the plan. Princeton wants you to broaden your horizons wherever possible. The extracurricular activities or academic interests you’ve engaged in during high school will set you up for a whole new world of exploration. Maybe you fancied yourself a photographer, musician, debater, rower or skater but never took the time to indulge your passion. Or maybe you always wanted to study Chinese, poetry or robotics and never had a chance to pursue these areas. Most likely you will have a chance meeting with someone outside class and discover a similar longing or an experience that will renew that spark of interest.
An Exposure to a World of Firsts
Focus On: Doug Ashley, Class of 2016

Doug Ashley is from Victor, a tiny town in Montana about 50 miles from Missoula. Victor has about 800 residents, one K-12 school with about 300 students and, until a few years ago, it had no stoplights.

When Ashley applied to Princeton, he had never heard of it. He learned of the University through Questbridge, a nonprofit organization that helps low-income and diverse students navigate the college application process. After he applied, he researched the school and thought 1) he would never be admitted and 2) he could never afford it. He was pleasantly surprised on both counts.

To say that Princeton was a culture shock for Ashley is an understatement. He was not used to encountering strangers. At home, he had to find ways to entertain himself, but at Princeton he was overwhelmed by the number of activities and interests he could pursue.

“Coming to Princeton was the first time I had ever heard foreign languages spoken outside of language class and the media,” he explains.

He arrived at Princeton with a strong interest in engineering and computer science, his eventual major. Programming was not offered in his high school, so he borrowed an 800-page book on C++ programming. It became his bedtime reading. Calculus wasn’t offered in his high school, either, which he discovered quickly was essential for most of his freshman-year courses. Fortunately he had taught himself calculus through an online Advanced Placement course. “I remembered being afraid that I had taught myself incorrectly,” he says. He hadn’t.

Almost everything Ashley encountered his first year was new and challenging: the difficulty of his courses, the diversity of students and their interests, the friends who could afford more than he could. But by the end of his freshman year he found his footing.

He joined the tech crew of the Triangle Club, where he worked as assistant sound designer and master electrician, and became technical director for the Princeton Shakespeare Company. In junior year, he took a bigger tech job in the Triangle Club, Princeton’s oldest touring musical-comedy group. Through Triangle, he traveled to more places than he had ever been.

The Triangle trips, however, paled in comparison to his Princeton-sponsored trip to Kyoto, Japan, for a summer global seminar. “It was my first time in a subway, train, taxi or city bus,” he says. “I took 6,000 pictures,” so many that he had to create software to quickly upload and sort them.

The adventure continued in the summer of his junior year, when he was selected by Google for a summer internship.

As he looks back, he says the diversity of his experiences and the people he has met have changed him fundamentally. “It’s mainly how I perceive other people,” he says. “I know more now about the different hardships people face, which has helped me become a more sympathetic person.”
Living and Dining

Freshmen and sophomores are randomly assigned to one of the University’s six residential colleges. These are close-knit communities where you will form relationships that will probably last throughout your undergraduate years and possibly beyond. The residential colleges are not merely places where you eat and sleep, but also where you can engage in many social, athletic and cultural events.

The colleges have facilities that support film societies, theatrical productions, band practice with state-of-the-art audio equipment, ceramics, dance and more. Some of your courses will be taught in your residential college, and trips are often arranged to New York City and Philadelphia for cultural outings and entertainment.

Residential colleges also are venues for forming advising relationships with peer student counselors, the college master, and faculty and staff advisers. Professors often host dinner talks or foreign-language discussion tables. Residential college advisers are juniors and seniors who are assigned to about 15 freshmen to help you navigate your time at Princeton. They are responsible for everything from hosting study breaks to setting up discussion forums.

Campus Dining facilities provide an array of eating options that cater to every taste and need. Globally inspired vegan and vegetarian fare is served, as well as halal meats in all dining facilities. Kosher dining is offered at the Center for Jewish Life. Sixty percent of food purchases are sustainable and include seasonal produce from regional farms, domestic seafood from sustainable fisheries, antibiotic-free chicken, humanely raised pork, grass-fed beef and rainforest-certified coffee.

“My role at Rockefeller College is to be the incredibly lucky recipient of some of the best intellectual energy and social joy in the world. I go to that dining hall, and no matter what mood I’m in, I come out happy. The constant conversational shuttle there — topics ranging from what’s on TV to some of our most endurably difficult philosophical subjects — makes you remember what a pleasure it is to be amongst young minds.”

Jeff Nunokawa, professor of English, master of Rockefeller College
# Living and Dining Options

## Housing

### Freshman and Sophomore Year
- Residential college: Eat in residential college dining halls.

### Junior and Senior Year
- All juniors and seniors may eat two free meals a week in the residential colleges.

## Dining

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<th>Housing</th>
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<tr>
<td><strong>Freshman and Sophomore Year</strong></td>
<td>Residential college: Eat in residential college dining halls.</td>
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<tr>
<td><strong>Junior and Senior Year</strong></td>
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<td>- Purchase a University meal plan to eat at residential college dining halls, or</td>
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<td>- Join one of the 11 eating clubs, or</td>
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<td>- Join one of three student eating cooperatives where students buy their food in bulk and share shopping, cooking and cleaning chores, or</td>
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<td>- Do not purchase a meal plan and instead make your own eating arrangements.</td>
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<tr>
<td>On-campus independent housing</td>
<td>Make your own eating arrangements, such as cooking in student kitchens in the dormitories.</td>
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**Notes:**
- Juniors and seniors who live off campus can choose any of the eating arrangements above.
- Students may also eat at retail dining outlets on campus, such as the Frist Campus Center Food Gallery.
- University meal plans also include kosher dining at the Center for Jewish Life, while all residential college dining halls offer halal options.
Exploring Many Interests
Student Perspective

I've sung since I was very young; it's a part of me. I knew that Glee Club was an obvious step for me at Princeton. And although the process of getting into Glee Club is very selective, I knew I had to at least try. I'm not athletic, so it's the closest thing I have to being a part of a team. It's about the relationships with people. But it's also so much about the music. Singing Verdi’s “Requiem” with the Princeton University Orchestra in our spring performance was a defining moment of my time as a vocalist.

I've never been a part of such a large group. My choir in high school only had 30 students. And although I'm a social person, I am not one to walk up to someone to initiate a conversation. Everyone is there because they want to be there, and we are all equally as passionate about the music. It's a great way to connect.

Avanthi Cole, Class of 2018, is majoring in ecology and evolutionary biology. She is from Princeton, New Jersey.

Student Centers, Clubs and Activities

Frist Campus Center

Frist Campus Center is a central campus gathering spot where students, faculty, staff, alumni and visitors interact over formal and informal activities. The center hosts live music and dances, public lectures and art shows. A café, dining commons, and many student organizations and services are housed in the center, as are study rooms, classrooms and computer facilities. The center typically is open 20 hours a day and 24 hours a day during exam weeks.

Campus Club

Campus Club is a social facility for undergraduate and graduate students. The student-run club offers flexible spaces for informal gatherings, as well as spaces for more formal gatherings such as dinners, dances, forums, meetings and lectures.
### A Sampling of Student Activities

**Music and Dance**
- Ballet Folklórico de Princeton
- Bhangra
- Capoeira
- Chaos Theory Dance Crew
- EarthTones
- High Steppers
- Kindred Spirit
- Koleinu
- Naacho
- Off the Record
- Old NasSoul
- Princeton Tango Club
- Raks Odalisque
- Shere Khan
- Sympoh
- Triple 8 Dance Company
- Umqombothi

**Theater**
- Black Arts Company: Drama
- Fuzzy Dice
- Princeton Chinese Theatre
- Princeton Shakespeare Company
- Princeton South Asian Theatrics
- Princeton University Players
- Quipfire! Improv Comedy
- Stand-up Comedy
- Triangle Club
- Wym’onStage

**Publications**
- Business Today
- Daily Princetonian
- Equal Writes
- Innovation Princeton Journal of Science
- Journal of East Asian Studies
- Nassau Literary Review
- Nassau Weekly
- Perspectives of Princeton
- Princeton Journal of Bioethics
- Princeton Progressive
- Princeton Tory
- Princeton Traveler
- Public Health Review
- Public Journal
- Stripe Magazine
- Tiger Magazine
- University Press Club
- Voices of Africa
A Sampling of Student Athletics

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*MV=Men’s Varsity, WV=Women’s Varsity, C=Club, I=Intramural

*Rowing = men’s heavyweight and lightweight; women’s lightweight and open
Breaking the Glass Ceiling
Student Perspective

Princeton has been a place that has really fostered leadership for me. I feel like my opinions have been heard more than they would have at other schools. I can literally just walk into the offices of any administrators, and they are open to seeing me on a regular basis, while at other universities I know there are hurdles to seeing, for example, the president of the university. Here, President Eisgruber offers office hours. So I feel in that respect it’s a great place for leadership.

I’m the first woman president of the Undergraduate Student Government in more than 10 years, and I believe I am the first Asian American woman president. I dropped everything to do this. I went through a very tough campaign to get it.

In my high school, I was an introverted, shy kid. I never, ever imagined I would be Undergraduate Student Government president. A lot of people plan it out; I literally decided a few weeks before I ran. Once I felt capable and ready after my experiences in student government and leadership at Princeton, I decided to run. The benefit of the position is that I get such a great perspective on this entire school.

But my experience is not actually rare — what I realize is that it’s easy for anyone to be a leader here. You can email a dean and say I want to meet you, and I want to talk to you about this problem at our school or about possibly pursuing this project. You don’t need to be an elected representative to do that. If you want to start a club, you can do it. It sometimes sounds like a daunting prospect, but if you want it, you can get it.

This year is a great year for women leadership. We won positions at a lot of eating clubs. Tiger Inn, which has never had a woman president, has elected one. Terrace Club has a woman president. Ivy Club, as well. The Whig-Cliosophic political society has a female president, which has mostly had male presidents. The Daily Princetonian has a woman editor-in-chief.

While I don’t necessarily think this is going to happen every year, I think it’s indicative of a great development for the University. The biggest incentive for women to take on leadership positions or to run for leadership positions is to see other women in those positions succeed. I hope this year will set a precedent, and I think it is really promising.

Ella Cheng, Class of 2016, is majoring in the Woodrow Wilson School of Public and International Affairs. She is from New York City.
As you weigh your college options, you might want to consider a visit to Princeton. A robust campus tour and information program hosted by the Office of Admission is a great way to begin exploring the University. Campus tours and information sessions are available year-round and are led by current students. Schedules are available online at admission.princeton.edu.

For those who cannot experience the University firsthand, we encourage you to visit our website, watch our videos and read our publications. Another good way to establish the possibility of a good fit is to seek out someone who knows Princeton, including students, alumni, school counselors or friends. And if you don’t know anyone who is familiar with Princeton, check out our student blogs at admission.princeton.edu/blogs for current students’ perspectives.

If your research suggests a good match, please consider applying. Princeton enrolls about 1,300 freshmen each year from a wide range of ethnic, economic, religious and geographic backgrounds, resulting in a diverse University community. The admission staff considers each application individually, evaluating personal as well as intellectual qualities. More information on the application process is available on our website. Admission is selective. In recent years, the University has offered admission to about 7 percent of those who apply.

As you consider the many choices, please remember that Princeton’s landmark financial aid program is one of the most generous in the country. Our financial aid program relies on grants rather than loans that have to be repaid, making it possible for students to graduate debt free. The University is committed to ensuring that all qualified students have the opportunity to experience Princeton, regardless of their financial circumstance.

So when you revisit the question posed at the beginning — “Will I fit in here?” — we hope the answer is “I will!”
Will I fit in here?
We hope your answer is:

“I will!”
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