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# Role of the RCA and ARCA

## Job Description

The Residential College Advisers (RCAs) and the Assistant Residential College Advisers (ARCAs) play an integral role in fostering a safe, inclusive, and engaging community for all residential college students. RCAs and ARCAs are responsible for promoting safety, citizenship, and civic responsibility among college residents and for maintaining an environment in which all members of Princeton's diverse campus community feel comfortable. RCAs and ARCAs are supervised by the Directors of Student Life (DSL) in each of the residential colleges and are expected to meet weekly with the DSL in Core Group meetings to ensure communication, appropriate support, and trouble shooting.

RCAs work closely with a group of freshman advisees to help them transition to life as Princeton students. Many RCAs and ARCAs are assigned sophomore zeos and, in the four-year residential colleges, they are also assigned upperclass students. RCAs and ARCAs help students develop responsible decision-making skills in social, personal, and academic spheres, while encouraging reflection on the impact their decisions have on the community. Some of the most common issues RCAs and ARCAs are consulted on include health and adjustment issues, alcohol overindulgence, problems between roommates, and the demands of academic work and extracurricular activities.

The RCA and ARCA employs his or her familiarity with campus resources to serve as a vital communications link between all the offices and organizations of Princeton and their advisees. While the RCA is immediately responsible for students in his or her advising zone, advisers work as a team to support all students in the college. Additionally, RCAs and ARCAs act as liaisons to their residential college offices, referring zeos directly to the Dean, Director of Student Life, and or Director of Studies, as necessary.

The RCAs and ARCAs collaborate with the DSL, Resident Graduate Students (RGSes), Peer Academic Advisers (PAAs), and the Fields Center Fellows to throw weekly study breaks and to ensure a campus culture that enhances and enriches the experience of all Princeton students. Through advising and programming efforts, advisers ensure the community's awareness of and sensitivity toward all of its members.

Advisers help establish and maintain a safe environment in which college residents can thrive, personally, socially, and intellectually. As part of these duties, advisers participate in a rotating on-call system within the college, serving in both primary and secondary roles. In addition, advisers address violations of University policy when such violations are observed, contacting Public Safety, Maintenance, and/or their DSLs when necessary, and documenting each of their on-call shifts in a timely manner through the on-call logs.

All advisers are expected to uphold policies and model good decision-making and community living as peer leaders. Advisers must also obey all federal, state, and local laws, the Princeton University-Rights, Rules, Responsibilities, and all Department of Housing and Residence Life policies. All advisers are expected to support and promote all policies, procedures, and programs initiated by the Office for the Dean of Undergraduate Students and the residential colleges. Given the

importance of the RCA and ARCA responsibilities, students selected to be RCAs and ARCAs are also expected to prioritize the position as their primary non-academic commitment.

Assistant Residential College Advisers (ARCAs) must be willing and able to fill an appointment as a Residential College Adviser should an opening become available. There is some additional variation in the colleges regarding how ARCAs are utilized so check with your DSL for additional information.

## **Mission of the RCA Program at Princeton**

To foster the personal and professional development of Residential College Advisers; to encourage **community building** in the RCA zone and throughout the college; to perform **community caretaking** and to uphold community standards; and to promote the **health and wellness** of advisees (zees), as well as the college and University community as a whole.

## **Connecting Mission to Action**

**Professional and Personal Development.** *All RCAs and ARCAs are expected to attend:*

- Fall/spring training: RCAs and ARCAs who miss spring training will need to attend an additional in-service during the fall. RCAs and ARCAs who miss a segment of fall training will work with their DSLs to make-up that training.
- Pre-services: All RCAs and ARCAs must attend two pre-services (Situational Leadership and Active Listening) are required for newly-appointed RCAs and ARCAs. RCAs and ARCAs who miss Situational Leadership in the spring will be required to attend a Situational Leadership training session in the fall; RCAs and ARCAs who miss Active Listening will be required to attend an additional in-service during the fall.
- In-services: New RCAs and ARCAs must complete at least three in-services during the fall semester and must complete the fourth in-service by the end of spring break. New RCAs and ARCAs must attend one in-service in each of the three core competencies (Diversity & Inclusion, Personal Development, and Health & Wellness) and can choose their fourth in-service. Returning RCAs and ARCAs must complete both required in-services during the fall semester in two of the three core competencies. Should an RCA or ARCA fail to complete the required number of in-services in the fall, he or she will be required to complete an additional in-service in the spring (for a total of three in-services for returners and five in-services for new RCAs). Failure to complete the total required number of in-services by the end of spring break will result in the RCA or ARCA being assigned an extra session of on-call duty during Houseparties and may result in an RCA's or ARCA's appointment being reviewed by the DSL, Master of the College, and the Office of the Dean of Undergraduate Students.
- Weekly Core Group meetings.
- Regular check-ins with their DSLs.

**Community Building for Freshmen:** *All RCAs are expected to:*

- Have one-on-one conversations with zees at beginning of each semester.
- Host weekly study breaks
- Develop and host diversity programs and REP order-ins.

**Community Building for Sophomores:** *All RCAs and ARCAs are expected to:*

- Meet every one of your sophomore zees in person by no later than September 15 (goody bags/baked goods encouraged!). Offer to have a subsequent one-on-one meeting and offer to assist with roommate contracts.
- Host a sophomore-only study break between September 16 and September 22.
- Host a joint freshmen/sophomore event (e.g., study break, meal, etc.) by no later than October 6.
- Plan at least one event per semester that is geared to sophomore needs (e.g., eating options, summer internships, major choices, etc.)

**Community Caretaking and Wellness:** *All RCAs and ARCAs are expected to:*

- Participate in on-call rotations
- Refer zees to appropriate University resources and partner with these resources for REP programming.
- Employ crisis management skills.

**Detailed Expectations of RCAs and ARCAs**

- Get to know each of your freshman zees in depth by meeting with each of them on a one-on-one basis at the beginning of the fall semester and again at the beginning of the spring semester.
- Help your zees to get to know one another and the other students that live in your zone and in the college.
- Connect your zees with other advising support staff and social opportunities.
- Reside in the college and eat at least seven meals a week with your zees in the college dining hall.
- Work cooperatively with the master, DSL, the rest of the residential college staff, and other University offices.
- Uphold all University policies as well as policies specifically related to the adviser position, especially the Alcohol Policy.
- Aid students in their transition to residence hall and college life by providing support, advice, and information about the undergraduate experience.
- Implement key communication and mediation skills.
- Be familiar with campus resources, whether academic, religious, social, or health-related.
- Assist in connecting students of diverse backgrounds to a range of resources on campus.
- Be accessible in attitude and presence to fellow college residents throughout the year. Make sure the college office and your zees have a phone number where they can reach you, and keep all your mailboxes from going “over quota.” Respond to emails promptly. Inform your DSL and RCA teammates when you will not be around (i.e., if you are going away for a weekend or longer), and make sure your zees know which RCAs they can go to in your absence.
- Work to develop a sense of community in the residential college.
- Be sensitive to and respectful of the rights and the individuality of each student and encourage this perspective in others.
- Serve as a role model and demonstrate responsible and mature behavior in social and academic settings.

- Help to create a safe and hospitable environment for all students.
- Be prepared to assist the college staff or the university's dean on call in managing emergency situations within the college.
- Develop and exhibit role model behavior both academically and socially
- Treat sensitive information in a mature and professional way.

## Important RCA Policies

### Policy on University Discipline

Advisers are expected to abide by all university policies that pertain to students. Accordingly, RCAs should read and understand *Rights, Rules, Responsibilities* and the Residential Living Policies Guide. RCAs who through the University disciplinary process are found responsible for violations of University policy should expect to have their appointment as an RCA reviewed by the DSL, Master of the College, and the Office of the Dean of Undergraduate Students. With certain disciplinary outcomes, an adviser may be relieved of his or her role as an A/RCA.

### Policy on Dating/Intimate Relations between Advisers and Zees

Advisers are prohibited from dating or having intimate relations with their own zeos (whether first- or second-year) or with any first-year student who resides in the college. Such relations between advisers (RCAs) and their zeos are inappropriate because they undermine the adviser's ability to serve as an impartial mediator, and inhibit the adviser's working relationships with other students in the zee group and in the larger college community. An adviser who disregards this prohibition faces dismissal from the position and forfeits the remaining remuneration associated with it.

### Policy on Alcohol

An adviser must act as a role model with respect to alcohol and University policy. RCAs are expected to abide by University alcohol policy. As an RCA, you are not expected to give up your social life for the duration of your employment as an adviser. However, your behavior must set a good example for your advisees. Therefore:

- You must not appear intoxicated in front of your zeos. If you are of legal drinking age, you may encounter zeos when you are or have been drinking responsibly (e.g., a dinner at a local restaurant, a gathering in a private residence or an eating club). You are not expected to discard your drink or to leave in such situations, but you are responsible for the message you send to your zeos.
- At gatherings where zeos are present, you must not contribute to the social pressure regarding alcohol. If you are of legal drinking age, you may drink in moderation if this is consistent with providing a positive role model. However, you may have to abstain from drinking, if by drinking you could be contributing (even inadvertently) to the social pressure on an advisee to drink.
- If you live in a substance-free housing area, you must abide by the terms of the substance-free contract. Advisers in substance-free housing may not possess alcohol in their rooms, or otherwise violate the spirit or intention of the contract.
- An adviser may never, under any circumstances, serve or provide alcohol to anyone who is underage. As you are well aware, it is against University policy and the law to serve alcohol or make alcohol available to underage persons. An RCA may not provide *or even be*

*associated with providing* alcohol to an underage zee in any way. This includes providing passes to an eating club at which alcohol might be served to minors. Failure to comply is ground for dismissal. If you serve alcohol to your zees, you will not only be dismissed from your position, but you will also face disciplinary and possibly legal consequences. Be certain that your behavior at social gatherings—including off-campus gatherings, at eating clubs or elsewhere—does not implicate you in making alcohol available to underage persons. Wherever you go and whatever you do, you are always seen as an RCA by members of the University community.

- An adviser may not consume alcohol while he or she is on call.
- RCAs who violate the policy on alcohol should expect to have their appointment reviewed by the DSL, Master of the College, and the Office of the Dean of Undergraduate Students.

# Community Building

## What Makes for a Good Community?

Fostering a sense of community among your zees is a primary goal for the RCA. Students can live in the same area and not have a sense of community, and yet students living in proximity with a vibrant sense of community are more likely to enjoy their academic experience, open themselves up to new and enriching experiences, and thus be more likely to flourish during their time here at Princeton. But a community in a zone, hall, and college does not just happen; it requires the **active leadership of the RCAs**.

This endeavor obviously has the very real danger of a community becoming a clique, so it is helpful to consider some of the attributes of a community in juxtaposition to that of a clique. To a certain degree there are many similarities: both types of groups are based on a collection of people feeling some sort of bond based on similar interests and stories. The members of a community or clique may also feel a sense of togetherness based on a common struggle. Nevertheless, there often is a sense of fear and hierarchy in cliques that is largely absent from true communities. This is why the amount of true caring in a clique is fleeting at best and why membership in a clique is always at risk.

While both groups are based on some commonalities among the members, including shared interests, stories, and struggles, communities display a greater tolerance, appreciation, and even celebration of diversity. Furthermore, there is a sense of exclusivity in cliques that makes them deleterious to the larger community as a whole. A zee group community should be welcoming to all members of the hall, college, and University, and should seek out ways to be a positive influence in the college, University and greater Princeton community if possible.

We often experience a sense of community at a more visceral level so that it is hard to pull apart and analyze that actual attributes of a good community. There are, however, certain essentials:

**Safety.** A good community upholds certain standards of behavior that show respect for all members of that community.

**Caring.** All members of the group feel a sense that they are valued and appreciated.

**Shared Stories and Struggles.** Obviously the major struggles for the zee group are acclimating to Princeton and adjusting to a different academic regimen. Students are also wrestling with self-identity issues including sexual orientation, vocational interests, and general world-views. Stories must be created and are part of the task of RCAs: from the scavenger hunt to diversity events, from funny happenings in the zone to tragedies, from study breaks to zee group trips to outside events – all create the basis for stories that all the members of your zee group community will share.

**Communication.** This is often not talked about in discussion on community, but a good and thriving community has a way for its members to communicate with one another. This is yet another reason for the importance of study breaks: they are always another way for the members of your zone to talk with one another.



**Leadership.** Without strong leadership, a community is really only a crowd. Zees will be looking to you for cues about how to interact with each other. What you value and how you act will become the basis of the type of community you create. If you show indifference towards your zees and your responsibilities, you will most likely not create the type of community that will give you and your zees a sense of fulfillment and satisfaction about the year.

## **Making a Good First Impression: Your First Zee Meeting and Orientation Week**

### **First Zee Meeting**

Like it or not, first impressions are weighty and hard to overcome if they are not what you intended. If you are largely absent or disorganized, good luck trying to be the leader of your zee group.

It's the rare zee who isn't at least somewhat anxious about starting at Princeton. Even if they are confident in their academic prowess, they are going to be nervous about adjusting socially. They need some sort of security blanket to help in that transition, something that provides the sense of peace, serenity, and "don't worry, you're going to make it" that they can't find in themselves quite yet. The most obvious place to look for that source of support is their RCA. So even if you are a first year RCA wondering what you got yourself into, you need to exhibit a sense of confidence, togetherness, and organization to help allay your zees' anxieties.

While you have most likely communicated with your zees during the summer, your first zee group meeting is vital so you should spend some time preparing about how best to approach this first gathering of your zees. Read and re-read the script ahead of time, and plan an activity or icebreaker to get your zees feeling more comfortable.

### **Orientation**

#### **Sunday Scavenger Hunt**

While this may seem like just a fun little event to help your zees get orientated to the campus, it is actually one of the most important events for your zee group community during orientation. Your zee group will have to work together to help you all have a chance to win the scavenger hunt – it's the first "common struggle" that will bind your zee group together. Take it seriously!

#### **Freshman Assembly, *Reflections on Diversity*, *The Way You Move***

While you may feel tired after the RCA fall training and all the events on Saturday, you need to exhibit enthusiasm and conviction about the required meetings throughout orientation. If you are excited and eager, most of your zees will be too.

You may belong to other organizations and groups that have meetings during orientation, and, outside of orientation events to which you are required to accompany your zees, you obviously need to take care of your own concerns. Nevertheless, it's important for you to be around during orientation. Your zees are going to have a thousand questions and concerns, so they need to know that they can reach you somehow. This does not mean that you need to be present 24/7. In fact, it's important to create boundaries right away. It is important, then, that you let your zees know when you will and will not be available throughout the week.

To reiterate, you must begin the process of setting boundaries with your zees. The temptation to feel that you must always be open and available to your zees is great. Your job as an RCA is a marathon lasting a whole year, not just orientation. If you don't set boundaries now, you will burn out and become ineffective as an RCA later in the year. You are also not helping your zees at all. While it is perfectly natural for them to be somewhat dependent on you at the beginning of the year, they should grow in their security in themselves such that they are much more independent of you towards the end of the year.

## One-on-One Conversations

Before October, you must schedule and hold a one-on-one meeting with each of your zees. The goals of these conversations are:

- Getting to know each zee on a deeper, more personal level than is easily accomplished during group interactions.
- Learning about your zee's goals and concerns in order to help you connect him or her to appropriate resources as necessary.
- Having a personal conversation that will help establish trust and help your zee get to know you as well.

Having the Conversation:

- Try to capitalize on the skills you learned during the Active Listening training.
- Use non-leading, open-ended questions that begin with "How," "Why," "What," "Describe," or "Tell me [more] about..."

Sample questions:

- Tell me what you've been up to since the end of orientation.
- I'd love to learn more about what your life was like back home.
- Why did you decide to come to Princeton?
- How have you been adjusting to the new academic structure and workload?
- Describe what you like doing when you're not in class or studying.
- What do you hope to get out of your first semester here?

## Group Dynamics

### What is a study break?

A study break is not just for zees to grab a snack and go back to studying. A study break should be an opportunity for zees to truly relax, interact, socialize, converse, learn more about one other and experience their community. Though most study breaks will involve food, they don't have to. The most effective study breaks will be *experiential* in nature.

- Host a board game or movie night.
- Have your zees join you in the kitchen for baking cookies.
- Host a holiday event, keeping in mind your zees' diverse beliefs around faith and religion.
- Tie dye t-shirts (add zee group nicknames to the back).
- Attend college-sponsored events together, such as College Night.
- Challenge another zee group to Laser Tag or Dodgeball.

### Community study breaks

Study breaks do not have to take place in your room or even in the college! Here are some examples of successful outing study breaks:

- Cheer on a zee at a varsity game or arts performance.
- Twist outing (vegetarian and kosher friendly!).
- Watch a UFO movie together.
- Group climb at the OA Rock Climbing Wall.
- Dinner at Graduate College (the real Hogwarts look-alike!).
- Attend a lecture, film or other cultural event with your zee group.

### Getting your zees involved in the planning process

- Have zees who aren't attending study breaks? Get them involved in the planning process! Ask them what days/times would work best for them and what food or experience they would like most.
- Give your zees ownership – have zees group together to “host” a study break of their choice. They pick the details, you help them with the budget. You can organize it so all zees will be responsible for hosting at least once during the year.

### Don't forget about your budget and receipts!

- You do have limited study break funds so use them wisely. For example, it's okay to skip an occasional weekly study break if you are saving up for a very special study break for midterms or exams.
- You can also team up with your PAA and/or RGS for additional ideas and/or funds.

Finally, always keep track of your receipts for your College Administrator! These should be turned in at least once a semester.

## Residential Education Program

The Residential Education Program (REP) is a coordinated set of programs, primarily for first-year students, framed to signal important community values: safety, responsibility, respect, and civility. The goals for the program are:

- To foster respect and civility.
- To foster an understanding and appreciation of Princeton's diverse community.
- To provide students with information about issues of concern and about campus resources.

### REP Expectations

During Orientation, RCAs are expected to accompany their zee groups to three REP programs and to facilitate the discussions that follow each program.

#### 1. *Reflections on Diversity* - Monday at 7 p.m.

This program explores diversity at Princeton by listening to the stories of three Princeton students and one faculty member. Each story will be inspired by an “icon” or small object that reminds the speaker of his or her background or identity. Following the presentation, RCAs will meet with their zee groups and lead an exercise where all members of the zee group share a story about their own “inspiration icons.”

**2. *The Way You Move* - Tuesday at 6:30 p.m. or 8:30 p.m.**

This program will explore scenarios of power-based personal violence, including: sexual assault, domestic/dating violence, and stalking, and provide realistic options for students to intervene in order to prevent violence from occurring. The play, performed by fellow students from Theatre Intime, will be followed by a scripted debrief session with your zees and will be co-facilitated with SHARE peers whenever feasible.

In the fall, two REP order-in study breaks (one for LGBT Peer Education and one for Peer Health Advising/Sex Jeopardy) are required.

In the spring, host at least one other order-in from the approved menu or work with your DSL to develop a new program.

Advisers are expected to explain the importance of the REP to their zees, support it enthusiastically, and report their program initiatives and sponsorships to their DSL.

Order-ins are available on many topics, including stress management, career services and sustainability.

**Best Practices for REP Order-ins**

- Pair up with another RCA for these events – this is also a good way for freshmen from different zones to meet each other.
- Host the program during a “study break” time and provide food.
- Choose programs that are most relevant to your zees’ interests. Poll your zees online or at a study break to find out what they might be interested in.
- Emphasize the importance of the resource to your zees and what they can get out of the experience.

**Engaging with Diversity**

A thriving community appreciates and celebrates diversity. It is the conviction of this University that a campus culture that embraces diversity enhances and enriches the experience of all Princeton students. Everyone benefits from exploring, and even being challenged by, different perspectives and experiences. It is the job of the RCA to help zees not only come to appreciate diversity, but to engage actively in the various activities and events that are organized in this pursuit.

RCAs must begin with themselves. You need to exhibit a sensitivity and awareness towards the differences of others that will prevent you from careless remarks, condescension, and indifference. You need to lead by example.

You also need to ensure that your zone, college, and campus are not a place where prejudice, hostility, and insensitivity are tolerated. You need to ensure that the well-being and identity of each of your zees is protected. Any acts of bias or harassment, not matter how seemingly juvenile, must be addressed.

You must serve as a mentor and patient teacher to those who do commit such acts. While such acts

may be subject to university discipline, it is the case that such students are still members of the community and can benefit from your guidance.

In addition to upholding community standards in regard to your own behavior and that of your zees, you are required to organize at least two diversity events for your zee group and college. You will work with your DSL and core group to determine how the RCAs in your college will go about putting on diversity events. You will have the assistance of the Field Center student fellow(s) assigned to your college to help you.

Please understand that these diversity events are a wonderful opportunity for you and the members of your college. You should not see this as just another requirement that you need to get through for your RCA job; as much as you put into this endeavor is at least as much as you get out. If you put little of yourself into the project, it will no doubt be a cumbersome, toilsome effort. However, if you really invest yourself, you will be paid manifold.

## **Considerations When Advising Students from Different Countries**

### **Challenges**

Keep in mind that students from other countries may be faced with unique challenges including:

- They may have difficulties with the English Language even if it is trying to understand the American use of slang and the Princeton use of acronyms.
- They may face challenges adjusting to the U.S. behavioral differences that impact their ability to build relationships.
- The classroom experience will be different than what they are accustomed to.
- They may be challenged by differences in other cultural customs and behaviors such as food, climate, gender roles, greetings, religion, physical contact, and especially the campus climate of alcohol consumption.
- The adjustment process, sometimes called Culture Shock may last a full semester or even a year. It may be marked by a variety of feelings such as initial excitement and anxiety followed by a period of homesickness, loneliness, and isolation. During this time, they may also have negative feelings about Americans and American customs. All of these feelings are normal. The depth of the culture shock experience will depend on the individual, and with time, most students move into a period of adjustment.
- Many international students are not able to return to their home countries for long periods of time and are alone on the campus during holiday breaks without family support further adding to their feelings of isolation.

### **How to Help**

The following are some suggestions for establishing contact. When responding to an issue involving an international student, keep the following in mind:

- In some cultures discussing personal situations may be experienced as an invasion of privacy. Take your cues from the student.
- Do not assume that what you perceive as a problem is a problem in the student's mind.
- Resist the temptation to "Americanize" the student. There is value in becoming bi-cultural.
- Seek additional help if you believe the situation warrants it.

- Remember to be particularly sensitive and attentive around Parents' Weekend (parents of international students often can not attend), Fall Break, Thanksgiving, and Christmas. These can be particularly bleak and lonely times for them.
- Express interest in the student's home country. Ask them how things are done there. Adjustment is enhanced through reflective discussions about cultural differences. And these can be very interesting discussions as long as you do not make negative judgments.
- The best way to adjust to a new culture is to get involved and build relationships. Suggest ways they might do this.
- For more information and ideas on how to help an international student, refer to the Davis International Center Living in Princeton website: [www.princeton.edu/intlctr/davis-ic-home/living-in-princeton](http://www.princeton.edu/intlctr/davis-ic-home/living-in-princeton)

## Advising First-Generation Students

What does it mean to be a first-generation (or "first gen") college student? A first-generation college student is someone whose parents or guardians did not attend a four-year college. These students are generally the first people in their family to go to college, though sometimes they may have an older sibling or cousin who technically was the first and they may have parents or grandparents who attended some college or vocational school. At Princeton we consider students to be first gen if neither parent completed a bachelor's degree. First-generation students make up 13.9% of the class of 2017.

### National Findings about First-Generation College Students<sup>1</sup>

The transition into college can be challenging for first-generation students due to a variety of factors. One of the prevailing theories for explaining these challenges is based on the idea of cultural capital. Cultural capital is essentially the library of language, norms, behaviors, and directions that families and communities pass on to children. For first-generation students, since their parents or family members have not attended college, they may have less access to the same kind of language, advice, and support as students whose parents did attend college. It is important to note that first-generation students do not lack cultural capital; rather they have different cultural capital than their peers.

First-generation students may struggle adapting to the culture of their college, and they can also find it difficult to reconcile their experience at home and their experience on campus. This phenomenon is called "straddling" as students are literally straddling two different worlds and can often feel as if they do not fully belong to either world. This is a particularly prevalent issue when students return home from campus for semester and summer breaks or when they graduate.

According to the national data, first-generation students are less likely to participate in student organizations, campus recreation, study abroad, or internships, and are generally less engaged with campus life. First-generation students can find themselves at an academic disadvantage due to

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<sup>1</sup> All findings from Lee Ward's NASPA Presentation on First Generation College Students. Lee Ward is one of the co-authors of *First Generation College Students: Understanding and Improving the Experience from Recruitment to Commencement* (2012).

attendance at high schools that do not offer AP/IB classes, travel opportunities, and/or really strong teachers. They tend to have a higher vocational orientation in their academic focus, are less likely to study in groups, and are less likely to connect with faculty outside of class.

Nationally, attrition rates are higher for first-generation students than for other students, as family obligations, financial stresses, and other challenges may impact their ability to continue on in college.

### **Student Perspectives**

“I felt trapped between the two worlds in front of me. One held seemingly unlimited opportunity — full scholarship, career advancement, travel possibilities. But what would I sacrifice in exchange? My mother and I have never been on firm financial ground, and that was not going to magically change. It suddenly hit me why I was so troubled by her hesitant look: it was the same look she gave me the first time we were evicted from our home. What would happen to her if I left? When she was laid off from her job a few weeks later, my fears multiplied.” (Porter, Justin. “Reflections on the Road to Harvard.” *The New York Times*. 4 August 2013.)

“One month into this new world of higher education, Cedric Jennings’s chin is barely above the waterline. So many class discussions are full of references he doesn’t understand — he often feels like a foreigner, like one of those Asian kids he sees in the math lab who can barely speak English but can integrate fractions at blinding speed. By now, he understands that Maura *knows* what to write on her pad and the sleepers *will* be able to skim their required readings, all of them guided by some mysterious encoded knowledge of history, economics, and education, of culture and social events, that they picked up in school or at home or God knows where.” (Suskind, Ron. *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League*. New York: Broadway Books, 1998.)

“I see the chance to come here and be educated as the chance to do anything because my parents *didn’t* get to do whatever else they wanted; their jobs were all about being a source of money... The future is completely uncertain for me. Nobody I know at home has come to this situation in life before.” (Porter Brown, Neil. “First-Generation Challenges.” *Harvard Magazine*. September 2012.)

### **What Can RCAs and ARCAs Do?**

As an RCA or ARCA, you may or may not know that one of your advisees is first generation. Sometimes this is information that a zee may share with you during a one-on-one conversation, but like any other part of their experience, a zee may choose never to share this with you. Your best approach is never to make assumptions. As an A/RCA, you want to be supportive of all students while being sensitive to the unique challenges facing each student. If you are a first-generation student, it may be helpful for your zeas to know that, but do not feel obligated to share that part of your identity. As with anything else about your experience, share only at your comfort level.

It is important to be aware of your own preconceptions. Think about your language choices and check yourself — are you assuming that a student has had a certain experience or knows something about Princeton that he or she may not? Students coming from different backgrounds may not have read the same books, watched the same TV shows, nor had the same food as you growing up. Be open to learning about all of your zeas’ backgrounds and embracing their differences.

For some first-gen and low-income students, navigating differences in socioeconomic resources can be challenging. For example, it may be difficult for a student to split the cost of a shared television set in a quad or go out to eat on Nassau Street with the zee group. It is important to be sensitive to these types of concerns when you help your zeers with their roommate contracts and when mediating disputes. It's also crucial that you think about the tone you set with your own study breaks – avoid planning study breaks or activities that may cause financial burden on your zeers unless you have a way of respectfully helping out any zeers who may have financial need. If you do plan a trip to Nassau Street, for example to take your zeers out for ice cream, make sure that everyone understands that you will be paying so that no one thinks he or she can't afford to come.

You should also be aware of certain activities or times of year that can be particularly difficult for first-gen or low-income students. For example, breaks can be a particularly difficult time for students who cannot go home or plan travel opportunities like some of their peers. Instead of asking “where are you going for break?” ask a student about his or her plans for breaks, which is more inclusive language.

The internship search can also be stressful, as students may not have the option of being able to take unpaid internships. Help illuminate early on the many Princeton programs that can provide additional funding for internships, such as the Princeton Internships in Civic Service (PICS) program.

Study abroad can also seem like an impossibility for some students due to cost and logistics. Again, you can help point them in the direction of generous Princeton funding for these kinds of opportunities.

You may find that one of your first-generation zeers is struggling academically. Remember your training on making referrals to academic support services and think about the best ways to encourage study groups, connecting with faculty and the College Office staff, and other academic best practices.

As with all of your zeers, underscore the importance of taking advantage of the support, resources and opportunities Princeton has to offer. Let them know that there is no one “Princeton experience” and help them discover their own path.

## **How to Handle Roommate Situations or Other Conflicts**

In order for you to handle conflicts within your zone effectively, you must be in the process of establishing relationships of trust with ALL of your zeers. This will require you to engage with them individually on a regular basis. So, for example, if you haven't seen or talked with a zee in a week or two, make it a point to go by his or her room and casually check in.

With any conflict you need to do the following:

1. Maintain neutrality: it will be tempting to side naturally with zeers with whom you have a better relationship. You must show that your goal is not to support one zee over another but to resolve the conflict such that the relationship may continue.
2. Listen to all sides before acting: you are most likely going to hear one side of the story and feel inclined to act on that initial information. But there is ALWAYS another side to the story.



3. Rely on the collective wisdom of the core group: you don't need to be a lone ranger. It's an act of courage and integrity to ask for help. Consider using core group time to get feedback on how best to address the conflict in your zone.
4. Talk to your DSL: Your DSL has been at this a lot longer than you and can often provide some perspective. It can even be the case that your DSL helps you to relax a bit about the situation knowing that while you may want instant resolution, roommate and zone conflicts often require time.
5. Discretion: while it is a good idea to seek the help of other RCAs and your DSL, you obviously cannot talk about this with other zees or even your non-RCA friends. People talk and if it gets back to your zees that you've mentioned this conflict, you will have broken their trust which will be almost impossible to repair.

### **Role of DSL in Supporting RCAs with Community Building**

Your DSL is committed to you and your development as an RCA and works to provide you with the training and support to make you a fantastic RCA.

You should be in constant communication with your DSL about all phases of your work. Go to him/her with whatever questions and concerns you have.

Your DSL has relationships with all the campus partners relevant to your work. Ask the DSL to work with you on creating ideas for diversity events or assisting you in getting zees the help they need.

Your DSL will schedule individual meetings with you throughout the year. After the first few weeks of the semester, the DSL will have individual meetings as a check-in.

Before winter break, the DSL will meet with you to go over your midterm review. Your DSL may schedule an end-of-the-year meeting to debrief about your RCA experience.

### **Optional Reflection: Community Building**

1. Did you learn any new ideas or strategies regarding community building?
2. What are some strategies you plan to use to build a sense of community in your zone?
3. How prepared do you feel about engaging your zees in structured one-on-one conversations?
4. What are some basic strategies or steps you plan to use if conflict arises in your zone?
5. How comfortable do you feel about dealing with conflict or other difficult issues that may arise in your zone?

# Community Caretaking

## ***Rights, Rules, Responsibilities and Your Zees***

When a student violates any University policy as laid out in *Rights, Rules, Responsibilities*, the university has an obligation to respond. An administrator such as the Director of Student Life, an Associate Dean of Undergraduate Students, or the University investigator will likely reach out to the student to schedule a meeting. Students who are asked to meet with administrators about possible violations are often upset or nervous, and it is important that you be a supportive adviser to such students, referring them to campus resources as appropriate. It is equally important that you are supportive of administrators who must oversee the disciplinary system and of processes that must take place on behalf of our residential educational community.

There are different groups of administrators and processes for adjudication, depending on the type of violation.

For academic infractions, there are two venues where violations are considered and adjudicated:

\* **The Honor Committee** - This group is entirely student run, and it considers violations of the Honor Code around in-class exercises such as quizzes and exams. Because quizzes and exams are not proctored at Princeton, the Honor Committee ensures that these in-class exercises are completed fairly and honestly by all students. Students with questions about the Honor Committee can be directed to its chair, Luchi Nwokeneche-Mmegwa '13, or to Dean Jueds, who serves as a liaison and adviser to the student-run process.

\* **The Faculty-Student Committee on Discipline** - This group is comprised of students and faculty members, along with deans from the Office of the Dean of Undergraduate Students (who play an administrative role only for the group, but do not vote on matters). The C.O.D. considers all reported academic infractions that occur outside of class, including plagiarism, multiple submission, false data submission, etc. Questions about academic cases before the COD can be directed to a member of the residential college staff, particularly the dean or director of studies, or to Dean Jueds.

For non-academic behavioral infractions, there are also two venues where violations are considered and adjudicated:

\* **The Residential College Disciplinary Board (RCDB)** - This group is comprised of the six DSLs and deans from the Office of the Dean of Undergraduate Students. R.C.D.B. considers non-academic behavioral violations for which the penalty for a student, should he or she be found responsible, would not involve a separation from the university, but rather would at most result in a term of disciplinary probation. DSLs are the primary investigators of infractions considered by R.C.D.B. The majority of behavioral infractions are adjudicated by RCDB. The best source of information about RCDB will be a student's director of student life.

\* **The Faculty-Student Committee on Discipline (COD)** - This group is comprised of students and faculty members, along with deans from the Office of the Dean of Undergraduate Students (who play an administrative role only for the group, but do not vote on matters). The C.O.D. considers

non-academic behavioral violations for which the penalty for a student, should he or she be found responsible, could involve a separation from the university (either temporary or permanent) because of the seriousness of the violation or because of the student's previous disciplinary record. There is also a subcommittee of the COD which considers matters of sexual misconduct. Questions about cases like this should be directed to a member of the residential college staff, particularly the director of student life, or to Dean Jueds.

As an RCA, you should remind your zees that they have an obligation to cooperate and be honest with university officials (including students acting as university officials, such as on the Honor Committee) who are responsible for investigating and adjudicating reported violations. This is true whether they are the subject of an investigation or a witness. Dishonesty and failure to cooperate are themselves violations of university policy.

## **The On-Call System**

The RCA on-call system has two goals: to ensure the safety and security of college residents; and to build community within the college. One RCA is on call in each college every night during Orientation and every Thursday, Friday, and Saturday during the school year from 8:00 pm until 8:00 am the following morning (with the exception of fall break, Thanksgiving break, winter break, intersession, and spring break). RCAs will also be on call on certain other days or evenings, such as Lawn Parties, as set forth by the DSL. The on-call system ensures that an adviser is in the college and available to assist students during these timeframes. In addition, a second RCA from the college will join the on-call RCA to 'walk the college' during the course of the evening, normally between the hours of 11:30 pm and 12:30 am.

The on-call system involves the following responsibilities:

- All RCAs must participate in on-call scheduling with the DSL - in early September for the fall semester, and in early January for the spring.
- All RCAs should make sure that their zees know how to contact the on-call RCA. As far as possible, each week RCAs should also inform their zees who will be on call, and should announce and support any social programming that the on-call RCA may provide.
- The on-call RCA must remain in the college the entire time he or she is on call. The second RCA is required to be in the college only while 'walking the college' with the on-call RCA.
- The on-call RCA should seek to interact with all students in the college (not just in his or her zee group) in a positive way during the on-call period, and not only while 'walking the college.' Some students choose not to go to Prospect Street on weekends, and the on-call RCA should provide or support alcohol-free social opportunities in the college.
- Neither the on-call RCA nor the second RCA who 'walks the college' may consume or be under the influence of alcohol during the on-call period.
- The on-call RCA and the second RCA are responsible for coordinating 'walking the college' together during the evening.
- While on duty, the on-call RCA must carry the on-call cell phone (which must be charged, on, and audible) at all times.
- By noon the following day (four hours after the end of each on-call 12-hour period), the on-call RCA must fill out the on-call log.

- When an RCA's on-call duty is over, he or she is responsible for ensuring that the next RCA on call has the on-duty cell phone in hand.
- Once the on-call schedule is established, any duty swaps must be approved in advance by the director of student life.
- On-call RCAs are not alone! For serious situations that may arise while on call, RCAs should of course contact Public Safety. For general advice about how to respond to a situation that is less serious, on-call RCAs may speak to the dean on call at any time by contacting Public Safety and requesting to speak with the dean on call. DSLs and deans within the Office of the Dean of Undergraduate Students are the administrators who serve in the dean-on-call rotation.
- The dean on call for the university may call the RCA on-call telephone if the dean is managing an emergency and needs support from the on-call RCA or needs to communicate important information.

Adviser training in September includes training in on-call responsibilities.

## **Caretaking and Obligations around Alcohol**

Residential College Advisers must bear in mind that alcohol on campus raises two kinds of issues. First, it is illegal and against University policy for alcohol to be served by or to persons under the age of 21. Second—and more importantly—drinking excessive amounts of alcohol can be dangerous to the health and safety of members of our community. Excessive drinking is unfortunately part of our campus culture, and many dangers accompany this behavior. Given that one of the primary responsibilities of being an adviser is to help ensure a safe environment for all advisees (and one that is conducive to their personal and intellectual thriving), advisers will need to be aware of, and responsive to, the dangers and issues that arise with the presence of alcohol in the college.

Residential College Advisers are expected to help maintain a civil and safe environment in which their zees can thrive, both personally and intellectually. In addition, advisers strive to support the principles and policies that govern the residential college community. Advisers must therefore address violations of University policy when such violations are observed. By intervening in situations involving alcohol according to the guidelines below, you assist your zees by reminding them of the consequences of violating the alcohol policy; you also enable them to avoid those consequences by acting responsibly. Even more important, you reinforce the message that if your zees choose to drink, they must do so safely, considerately, and legally.

In order to fulfill these responsibilities, you are expected to do the following:

### **Lower-risk situations**

When an adviser encounters any violation of University rules and regulations, even lower-risk violations, he or she must address the situation. As an adviser, you are not required to report lower-risk alcohol policy violations as disciplinary matters. However, if you encounter such a violation, you may not ignore the situation.

a. What is a “lower-risk” violation?

Lower-risk violations include gatherings where alcohol is made available by or to underage persons but nobody appears to be intoxicated and:

- Only low-proof alcohol (under 30 proof) is present;
- A modest amount of low-proof alcohol is present, appropriate to the number of persons present;
- No 'common sources' of alcohol, such as kegs or alcoholic punch, are present;
- No high-risk drinking, including drinking games, is occurring;
- Neither the serving nor the consumption of alcohol has contributed to behavior that infringes on the peace and privacy of others (e.g., disorderly conduct, harassment, vandalism or property damage, injuring or threatening to injure others, driving under the influence of alcohol).

b. What do I do when I encounter a lower-risk violation?

When faced with such a situation, you should approach the student(s) and remind them that they are in violation of the alcohol policy. You should caution them that if the situation progresses to a point at which safety, security, or community standards are compromised, you will have no choice but to take action to stop the violation, which may require your notifying Public Safety.

Use your judgment about whether the situation warrants further monitoring. You must continue to observe the situation if there is any chance that it will develop into a situation such as those addressed in section 3, below.

### **High-risk situations**

Certain activities are so inherently serious that they will require your immediate attention. When an adviser encounters a high-risk violation of University rules and regulations, he or she must take action to stop the violation. As an adviser, you are required to be proactive when it comes to high-risk violations of the alcohol policy.

a. What is a high-risk violation of the alcohol policy?

High-risk violations include any situation where an individual has become seriously intoxicated or where the health, safety, or well-being of individuals is in jeopardy. High-risk violations also include (but are not limited to) the following:

- The serving, providing, or making available of hard alcohol (in any quantity);
- The possession of hard alcohol by underage persons in common spaces of the University;
- The possession of kegs or other common sources of alcohol;
- Drinking games or “pre-gaming”;
- The possession of any large quantity of alcohol (of any kind) relative to the number of people present;
- Violations that result from intoxication, such as assault, harassment, disorderly conduct, vandalism, or property damage
- Hazing or initiation activities involving alcohol.

b. Under what circumstances should I explore whether a higher-risk violation is taking place? You must ascertain whether a higher-risk alcohol violation is underway or being planned if you have reasonable cause to believe that this is the case. You would have reasonable cause in situations including, but not limited to, the following:

- An individual bringing alcohol to a room in large quantities that indicate an intent to serve a group of people beyond those who live in the room (e.g., a keg, hard alcohol, a large quantity of beer);
- Excessive noise, audible in hallways, adjacent rooms, or through windows, that may indicate that alcohol is being consumed;
- Signs of pre-gaming during peak pre-gaming hours, such as late evenings Thursday, Friday, or Saturday;
- An individual consuming alcohol that appears to have been obtained at a party;
- Signs that students are playing any kind of drinking game or doing shots of hard alcohol, or planning to do either of these things;
- Any indication of hazing;
- Credible rumors or discussion suggesting that students are planning a party or other activity in which the alcohol policy will be violated.

c. What must I do when I discover a higher-risk alcohol violation?

If you have reasonable cause to suspect a higher-risk violation, and the violation appears to be taking place inside a student's room, you should knock and ask permission to enter the room. If higher-risk drinking is occurring, you should take decisive steps to curtail the activity immediately. You may have to tell the host that the party must end and that they must tell their guests to leave. If you are denied entry or if the students involved are less than cooperative, you should tell all present that if they do not cooperate you will have no choice but to call Public Safety, which could result in disciplinary action. If the students remain uncooperative, call Public Safety right away.

d. If at any time you encounter a severely intoxicated student, or perceive that a student's health or safety is in danger, you must call Public Safety immediately.

4. An adviser must ensure that his or her zees are familiar with University policy and the law regarding underage drinking. At your first zee meeting, and at any other point during the year when you discuss alcohol-related situations with your zees, you should present the alcohol policy and highlight issues that arise with alcohol. You should reinforce these messages throughout the year. As appropriate, inform your zees that:

- Every Princeton student is obligated to call Public Safety if he or she observes another individual who is severely intoxicated. While being intoxicated in and of itself does not result in disciplinary consequences, failure to call Public Safety for a severely intoxicated student can result in disciplinary action;
- Because it is the obligation of all community members to seek immediate help on behalf of a severely intoxicated person, and because the University wants to encourage students to fulfill this obligation, the University may offer leniency with respect to alcohol or other violations that come to light as a result of a call for help, depending on the circumstances;

- Serving by or to minors violates University policy and the law;
- Disciplinary penalties will be imposed if Public Safety, responding to a noise complaint or to a call for assistance from an adviser, discovers a violation of the alcohol policy;
- The University regards the serving of hard alcohol to underage persons, in any quantity, as a high-risk violation. The serving of hard alcohol, or any other high-risk violation, carries serious disciplinary consequences;
- Hosting or participating in drinking games is also regarded as high-risk drinking and carries significant disciplinary penalties;
- The host of a party may be held responsible if a guest experiences health problems as a result of alcohol consumption at the party, regardless of whether the host is aware of the guest's health history and alcohol tolerance;
- The host of a party where alcohol is served may be held responsible for vandalism and abusive behavior committed by his or her guests;
- All room/suite residents may be subject to disciplinary consequences for violations of the alcohol policy in that room/suite. Students must be considerate of their roommates' preferences regarding parties, alcohol consumption, and behaviors that transgress the law and University policy. Conversely, if a room resident wants to absolve him/herself from responsibility for a party at which other roommates plan to serve alcohol, he/she must do the following: (a) inform the roommates in writing, in advance of the party, that he/she will not participate in any way; and (b) physically remove him/herself from the suite for the duration of the party.

5. An adviser must foster a climate that discourages underage or excessive drinking.

a. You should maintain an ongoing dialogue with your zees about alcohol-related issues. You should discuss with your zees the implications - in terms of health, safety, and University policy (and the law) - of the decision to drink, and if a zee chooses to drink, how to do so safely and in moderation. You should make your zees aware of the problems associated with excessive drinking.

b. If you have reason to believe that a student is or has been consuming alcohol immoderately, you should take action. Conversations about students' personal habits can be challenging. If you need assistance before approaching a student about your concerns, support is readily available to you through UHS or your college staff, particularly your DSL. If you think a student's consumption suggests dependency, you should raise that concern with your DSL.

c. You should publicize non-drinking social events to your zees.

d. You are encouraged to tell your zees about Standby, Princeton's bystander mobile website. The address is <http://bystander.princeton.edu> -- tell your zees to bookmark it on their cell phone home page!

## Drug Policy for RCAs

While an adviser has a range of possible responses to situations involving alcohol, this is absolutely **not** the case for possible drug policy violations. The use, sale, and even the possession of illegal drugs and drug paraphernalia are subject to university discipline, in addition to a possible criminal



investigation. Given the seriousness of these types of violations and for an adviser's safety, an adviser should call Public Safety immediately when there is a possible drug policy infraction. An adviser should not take it upon himself or herself to handle or investigate a possible a drug violation alone. If, for example, an adviser smells what appears to be marijuana in a room or hallway or sees or comes to learn of the possibility of drugs or drug paraphernalia in a room, the adviser should call Public Safety immediately.

## **Resources and Training**

To help advisers meet the above-described expectations and fulfill their responsibilities, the colleges will provide intensive in-depth training. During adviser fall training, at core group meetings, and through in-services, the DSLs and other administrators will help advisers develop skills and strategies for dealing with difficult situations and for engaging in challenging conversations.

Throughout the year, if situations arise that you feel less than fully prepared to address, you should contact your DSL. Resources and information about alcohol use and abuse are also available to you through University Health Services.

## **Crisis Response**

If you ever feel something may be wrong with a zee, do something about it. At times this may include calling a professional for help even when your zee or friend asks you not to, but when you feel the situation warrants it. As the saying goes, it is better to be safe than sorry.

Please keep in mind that you will not be around for every emergency that befalls one of your zees, and that even when you are around, you should not attempt to manage a crisis alone. The RCA on-call system ensures that there is an RCA in every college on the nights when most emergencies tend to happen, so be sure to make your zees aware of the system and how to contact the on-call RCA. There are also professionals on campus (discussed below) whom you can involve to help your zee. This is one fundamental reason for the importance of teamwork and frequent communication among advisers and with the college staff.

To ensure this communication and teamwork, it is good practice to let your zees, your small team and your DSL know if you will be away for the weekend or some other period of time. Let your zees know whom they should call in your absence, should they need an adviser; and let your DSL know where you can be reached.

**Public Safety:** The Public Safety officers are there to help. When Public Safety responds to a problem situation (whether it's a possible violation of University regulations or a crisis situation), the officers are required to obtain information such as the names of anyone involved, whether they are students and (if so) what class year, a background to the incident, and so on. Remind your zees of the importance of cooperating with Public Safety in this and any other regard.

### **1. Medical Emergencies**

If the student can be moved or can move on his or her own, get him/her to University Health Services (UHS). Public Safety can be called to transport the student to UHS. The staff at UHS will

decide whether or not the student should then be transported to the University Medical Center of Princeton at Plainsboro (UMCPP). If you can, it is a good idea for you to accompany the student. If, for some reason you cannot, it is helpful if you let either Public Safety or the health services staff know where you can be reached. This is important if the dean on call needs to reach you. If the student cannot be moved, call Public Safety at 609-258-3333 or 911 and ask for help.

(Note: If you dial 911 from a campus phone, Public Safety will answer the call. If you call 911 from a cell phone, it is possible that you will not reach local emergency assistance. To reach Public Safety's emergency line from a cell phone, dial 609-258-3333.)

Public Safety will call the emergency squad for direct service if the student needs to be transported by ambulance. Please inform UHS of what has happened after the fact. Once Public Safety and/or UHS are alerted, the dean on call is contacted for follow-up.

## **2. Mental Health Emergencies**

The CPS Policy on Mental Health Emergencies defines a mental health emergency as follows:

- A student presenting with psychotic symptoms (e.g., is not coherent, is not able to function or care for themselves, appears manic or paranoid, etc.)
- A student presenting in severe distress (e.g., with severe unmanageable symptoms of depression, anxiety, or panic)
- A student presenting with suicidal behavior or serious suicidal ideation, especially if a plan or intent are present
- A student who in any way presents a danger to themselves or others
- A student who has experienced an assault
- A student about whom a third party (e.g., roommates, friends, parents, etc.) has expressed a high level of concern

Any student exhibiting any of these behaviors should be taken to CPS and evaluated immediately by a member of the CPS staff. During work hours, a CPS clinician can be reached by calling CPS at 8-3285. After business hours, the CPS On-call clinician can be reached by calling Inpatient Services at 8-3139. It is always best for the RCA to accompany the student to UHS, to make sure that he or she gets there, but also to be available to give the therapist some background and to assist in keeping the student calm. If the student will not agree to go to UHS voluntarily, the RCA should contact the DSL, the college dean, or director of studies (in that order), or CPS for assistance. If the student is highly agitated or at immediate risk, the RCA should call Public Safety at 8-3333 for immediate assistance. Public Safety officers are trained to deal with this type of situation, and will get CPS and the Office of the Dean of Undergraduate Students (ODUS) involved.

If a crisis involves contacting Public Safety), then Public Safety will contact the dean on call from ODUS, and he or she will inform the DSL of the situation. If the situation is less urgent and Public Safety is not contacted, then the RCA should inform the DSL as soon as possible, by phone or, if that is not possible, by e-mail.

In the case of a personal tragedy, such as the death or serious injury of a relative or close friend, the CPS staff is also available should the student express a desire to speak to a counselor. However, this should not be forced on the student, who may be in need of support from friends and others with

whom he or she is familiar in the immediate aftermath of a tragic event. The DSL would always be notified of such an event, and may determine, after meeting with the student, that counseling is indicated. Counseling may be offered, but it is up to the student to decide whether or not this is what he or she needs at the moment. Access to CPS, again, is through the CPS Urgent Care System during business hours (call 8-3285 for a phone contact with a member of the CPS staff the same day) or through the On-call System after hours.

CPS staff members are also available to meet with your zee group, or with the friends and roommates of the student affected, in the event of a mental health emergency or personal tragedy. Two CPS staff members are assigned as liaisons to each of the residential colleges, and you may call either of these people to assist you in reaching out to friends or roommates. You may also request that the DSL invite the liaisons to core group for discussion about how to manage difficult situations.

### **3. Power-based Personal Violence (Sexual Harassment, Sexual Assault, Domestic/Dating Violence, and Stalking) Concerns**

In the case of a student who may have experienced power-based personal violence, the office of Sexual Harassment/Assault Advising, Resources & Education (SHARE) offers a professional consultation at any hour. Talking with a counselor at SHARE does not constitute making a report or formal complaint. All consultations are private and confidential and do not commit the individual to any further action. Students who experience power-based personal violence and are in need of medical attention and/or desire information about options may go to McCosh or call the Infirmary at 8-3139 to speak with a SHARE counselor.

If a student has experienced power-based personal violence, that student may make a report to a University administrator (e.g., a dean) or to Public Safety or to the local police department. Such a report is not confidential in the way that a report to a SHARE counselor is confidential. For example, reports to Public Safety or University administrators will trigger a report to the Office of the Dean of Undergraduate Students, and disciplinary action against the alleged perpetrator may result. Reports to local police may trigger a criminal investigation. Therefore, if a student who has experienced power-based personal violence is not certain he or she wishes to pursue disciplinary action, the student should consider consulting with SHARE first.

RCAs are peer advisers to students, and are expected to act in a manner consistent with that role. If an RCA learns of a report of power-based personal violence, the RCA should advise the reporting student to contact SHARE so the reporting student can learn of the options/resources available to him/her. If an RCA is aware of the identity of an alleged perpetrator of sexual misconduct, the RCA should share that information with the DSL or other administrators only with the permission of the reporting victim, who should understand that there may be disciplinary action once the report has been shared. However, in cases where an RCA knows the identity of an alleged perpetrator and believes that that person may pose an ongoing danger, the RCA should report the identifying information to the DSL.

#### 4. Bias Incidents

A bias incident is characterized as a behavior or act—verbal, written or physical—that is personally directed against or targets an individual or group based on perceived or actual personally identifying characteristics such as race, color, national or ethnic origin, religious belief, sex, marital or domestic partnership status, affectional or sexual orientation, gender identity or expression, disability, veteran status, or age. Any behavior reflecting bias may be in violation of the University's policy.

As an RCA, should you encounter any act of bias, bigotry or inequity it is your responsibility to confront the act and report it to your DSL. Your job is to provide a supportive community in which all members are treated with respect. It is also an RCA's responsibility to take a proactive approach to educate the community around diversity.

Steps to take if you encounter a bias-related Incident:

- Refer those affected to appropriate resources, and assume that everyone who has seen or experienced the incident is affected.
- Where there is evidence, do not erase or destroy (or allow to be erased or destroyed) evidence before it is documented.
- Record the type of bias that occurred and describe what transpired during the incident.
- Tell your DSL.
- Work with your fellow RCAs and DSL to provide educational programming and opportunities to address the incident.

To maintain a community of respect and to prevent discriminatory incidents an RCA should always model behavior and language that is inclusive and respectful.

#### Lines of Communication and the Role of the DSL

##### *Handling Sensitive Information*

As an RCA you will learn about aspects of zees' academic, personal, and social lives that you will need to treat confidentially. At the same time, you will be faced with situations where you cannot guarantee confidentiality to your zee because of the seriousness of the problem and your obligation to seek help and guidance from others, especially the DSL.

##### *Follow-up by the DSL*

DSLs follow up with all students living in or associated with the college whenever there are disciplinary or health-and-wellness concerns. This means that every time a student is implicated in a violation of university policy, every time a student is transported for alcohol, and every time concerns are expressed about a student's wellbeing, the DSL will follow up. The policies and practices around such follow-up are laid out in a number of places, including *Rights, Rules, Responsibilities* and *Alcohol: Just the Facts* (the booklet that is given to all incoming first-year students). Should you ever have a question about general practice or policy followed by your DSL, please ask. Such policies and practices are not secret, and your help in transmitting correct information about administrative work is appreciated.

Nonetheless, much of what your DSL learns about a student and many of the actions the DSL must take will not be shared with you. This is because your DSL is obligated to maintain the privacy of a student's record. While an RCA is a student staff member and has a legitimate need to know certain information as it affects the living space and residents within the college, there is much that an RCA, as a peer leader, is not allowed to know about a fellow student's status and record at the University.

### ***Parental and Family Involvement***

At times you may get a call from a parent or other family member of one of your zees who is concerned about him or her. It is possible that they will be annoyed or angry at some aspect of University policy. It is important that you direct these phone calls to your DSL. While the initial contact may appear to be a simple request, these can often become a series of protracted conversations.

At other times, a family member may call about academic concerns or a potential roommate dispute. In either case, you might say something like "I am eager to be helpful, but the policy of our college is to involve the director of student life. Here is the phone number and I will be happy to let him or her know that you will be calling."

You should then immediately notify your DSL in whatever protocol your college uses.

### **Optional Reflection: Community Caretaking**

1. What are some ways in which you can utilize Public Safety during the school year to support your zees?
2. What are some basic strategies you will employ with your zees to ensure a safe residential community?
3. How prepared do you feel about talking with your zees about University policies?

How do you plan on starting that conversation and reaffirming the policies throughout the year?

4. Did the presentations today make you feel more comfortable dispelling the myth that seeking out help from campus resources (CPS, SHARE, and Public Safety) can "automatically get you in trouble or kicked out of school"?
5. What are some strategies you can use when confronting alcohol and other policy violations within your college?

# Health and Wellness

## Having Conversations with Your Zees about Alcohol

The *Alcohol and the Princeton Social Scene* discussion that RCAs facilitate with their zees during Orientation Week is one of the most important discussions you'll have at the start of the year. This discussion is part of the Residential Education Program. As of 2013-2014, this discussion will become part of the first advisee meeting that RCAs facilitate on the Saturday after OA and CA. As part of this program, the RCA will hand out the *Just the Facts* booklet (which covers important alcohol information for Princeton's campus), help dispel common myths, and take part in other activities that help freshmen truly understand drinking motivations and the campus social scene. This may be just one of many conversations you'll have with your zees about alcohol and the choices they make on campus. Always encourage your zees to come to you with questions about alcohol, especially in situations involving someone's safety or well-being.

## Helping Zees Find Their Niche, Make Friends, and Combat Homesickness

One of the most important tasks in the first few weeks of the semester is helping your zees to feel welcome, start to connect with other residents, and tackle common personal issues that can arise at the start of one's college career. Encourage your zees to move a bit outside of their comfort zone and introduce themselves to and eat meals with other new students. Help zees identify one or two student activities or groups at the start of the year which can provide a balance to academics and social life. You should also encourage or facilitate introductions to other students outside of your residential college.

Using the one-on-one meetings with your freshmen to learn more about their passions and motivations can also help RCAs connect zees to other students and activities.

RCAs might also find themselves helping zees through common transitional issues such as homesickness. Helping a zee who is experiencing homesickness realize that he/she is not the only one feeling this way, and even sharing some personal experience, can be a useful technique. There is also a wealth of information online for dealing with homesickness and other college transition issues.

## Helping Zees with Mental Health Concerns

As an RCA, you have an important role in identifying students who are facing all types of problems and helping them find the necessary support to address their challenges. Continue having personal check-ins with each of your zees regularly throughout the year, so you can see how they are adjusting and if they are encountering any problems that need your assistance.

Sometimes you may not hear about a problem from your zee directly. If a resident expresses concern for the well-being of a friend or roommate, here are some suggestions for how to respond:

- Thank them for reaching out to you.
- Explore the relationship between them and the person they are concerned about.
- Help focus feelings.
- Support the person by acknowledging their concern for the other.
- Talk about ways the person can care for self.
- If appropriate, offer resources for their own support, brainstorm a plan to get them “other” support.

### Depression and Suicide

Depression is a very common illness on college campuses. Depression does not mean a person is weak, unstable, or crazy. Depression is a medical illness linked to the biochemistry of the brain. Changes in the chemistry of a brain can be altered through therapy and/or medicine. Some examples or signs of possible depression are:

- Not getting out of bed.
- Extreme sadness and anxiety.
- Avoiding activities you once looked forward to.
- Poor personal hygiene and appearance.

### **ENCOURAGE POSITIVE ACTION** for your students who show signs of depression

- Talk things over - Discuss the problem with those involved instead of holding feelings back.
- Keep busy, active - Depressed people often become apathetic, inactive and as a result grow more depressed and withdrawn. A balanced schedule of work and recreation can help.
- Exercise - Being good and tired from vigorous physical exercise helps a person relax, sleep better, and have a more positive outlook on life.

### **HOW CAN YOU TELL IF SOMEONE IS THINKING ABOUT COMMITTING SUICIDE?**

- Threats are followed by suicide attempts 70% of the time. Threats include mentioning “going away” or others “not having to worry anymore,” as well as overt threats.
- Extreme depression.
- Changes in personality or behavior such as sleeplessness, weight loss, appetite and tendency to withdraw can be possible signs.
- A sudden lift in spirits can mean a person is relieved because problems will soon “be ended.”

### **HOW CAN YOU HELP?**

#### *GIVE ACTIVE EMOTIONAL SUPPORT*

- **SHOW** that you take the person's feelings seriously and wish to help.
- **LISTEN** to him or her - ask concerned questions.
- **CALL FOR HELP** if the situation warrants it.
- **STAY CLOSE** until help is available.

#### *SOME DON'TS*

- Don't try to shock or challenge. “Go ahead and do it”.
- Don't analyze the person's motives. “You just feel bad because...”
- Don't argue or try to reason. “You can't kill yourself because...”

### **Urgent Concerns**

If an RCA is concerned about a student and feels a sense of urgency, he or she can access CPS and have the zee seen at CPS that day. If the zee prefers, advisers can arrange an appointment for him/her by calling CPS at 8-3285. Although it is preferable that students make their own appointments and come to CPS on their own, sometimes they need the support of an RCA. If a zee wants the adviser to accompany him/her to CPS, please do so. If an adviser is concerned about a zee and aware of his or her reluctance to come to CPS, it is often helpful for the adviser to offer to accompany him or her. If the situation is very serious, the adviser should walk the student over to CPS and remain with him or her for support.

### **Mental Health Emergency**

In the case of a mental health emergency, immediately seek help at CPS or call Public Safety at (609) 258-3333. See the Crisis Response section of the manual for more details.

### **CPS Liaisons**

The CPS staff maintains liaison relationships with each of the residential colleges. Two CPS staff members are assigned as liaisons to each of the residential colleges and advisers are encouraged to call on them to assist you at any time. In their college liaison role, CPS staff members are available for consultation with the college staff as well as with RCAs. Liaisons are available to meet with the core group as a whole, or to meet individually with any RCA who is concerned about an advisee. Advisers are encouraged to call on their CPS liaison if they are uncertain about the seriousness of a situation and would like to consult at any time.

## **How to Make Referrals to Zees for Professional Help**

As an RCA you are often in the position to help students who come to you to talk about concerns and problems that are part of everyday college life. It is certainly normal to be upset about the end of a relationship, a poor grade on a test, or a quarrel with a roommate or with parents. It is normal for all college students to be concerned about the future, and possibly anxious about the uncertainties of the adult world which they are entering. However, it may happen that, as an RCA, you begin to feel uneasy about the intensity of a zee's unhappiness, or uncertain about the meaning of their behavior. If you suspect that a student is suicidal, you need to recognize the limits of your capabilities and your responsibilities. **You are not trained as a prevention professional, and you are not expected to function as such.** No matter how well you know a student, you should be prepared to seek assistance when confronted with serious emotional crisis.

Whenever you are in a difficult situation because someone has disclosed something to you that you do not feel qualified to handle, here are some examples of how you can respond to the student in need:

- "I am feeling a little uncomfortable; because I am really concerned about you and want to make sure you are okay."
- "I appreciate you sharing with me. I feel that there is a right answer or response, but I really do not know what to say. I do know that there is staff here at the University who can help you."



- “I am glad you came to me for help. I am not qualified to help you but would like to help you find someone who can.”
- “Some of the things you have said really concern me and I would like to connect you with a resource that is trained to help you.”

RCAs should feel empowered to help their zees make referrals, when appropriate. RCAs can help their zees reach out to University resources to make an initial appointment, or work with their DSL to determine the best course of action (and most appropriate referral).

A complete list of University resources and their contact information can be found at the end of this manual.

## Role of the DSL in Supporting Students of Concern

The DSL is responsible for all crisis-related matters in the college, and works closely with RCAs and other staff members to assist students in personal difficulty. The DSL meets regularly with the Dean and Director of Studies in their college to plan how to best help students of concern. The RCA-DSL relationship should be one in which the RCA feels free to approach the DSL to discuss any “student of concern” matter. In addition, core group meetings are times when the RCAs can discuss with the DSL any common student issues, and strategize how to address them (while respecting the privacy of individual students, and not using student names in such discussions).

## Community Health and Wellness Resources

For more details about the following resources, please see the resources section in the back of this manual.

### University Health Services

Services include allergy and immunization services, athletic medicine, inpatient services, laboratory, radiology services, sexual health and urgent care.

Address	Phone	Email	Web
McCosh Health Center	General: 8-3129 Appts: 8-3129 Urgent: 8-3139	uhs@princeton.edu	princeton.edu/uhs

### Counseling and Psychological Services

Services include individual counseling, couples counseling, group counseling, psychiatric consultation, referrals, education and outreach, consultation and self-help information. Special treatment teams include eating disorders/concerns and alcohol and other drugs. Each college is assigned CPS liaisons.

Address	Phone	Email	Web
McCosh Health Center, 3 <sup>rd</sup>	General: 8-3285		princeton.edu/uhs/student-services/counseling-

**PRINCETON UNIVERSITY**

Floor			psychological
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**Sexual Harassment/Assault Advising, Resources & Education (SHARE)**

Services include crisis response, support, advocacy, education, and referral services to those who are dealing with incidents of power-based personal violence including sexual harassment, sexual assault, dating/domestic violence, and stalking.

Address	Phone	Email	Web
McCosh Health Center 217	General: 8-3310	jd3@princeton.edu	share.princeton.edu

**SHARE Peers**

SHARE Peers are student mentors and referral agents for the SHARE office. They plan activities, programs, and events to raise awareness on campus about sexual harassment, sexual assault, domestic/dating violence, and stalking. The SHARE Peers also provide workshops and programming to empower students with healthy relationship skills and to promote active bystander behavior.

Address	Phone	Email	Web
McCosh Health Center 217	General: 8-3310	jd3@princeton.edu	share.princeton.edu

**Health Promotion and Wellness Peer Health Advisors**

Peer Health Advisors (PHAs) raise awareness, provide education, and serve as a resource for students on a wide variety of health and wellness issues, including sexual health, stress, depression, relationship issues, body image issues and eating concerns, and healthy weight management. Each college is assigned PHAs who are able to collaborate with RCAs to host programs for zee groups.

Address	Phone	Email	Web
McCosh Health Center 109	General: 8-5137	akwagner@princeton.edu	princeton.edu/uhs/healthy-living/peer-advising

**Student Health Advisory Board (SHAB)**

SHAB members advocate for the health and wellness of all students on campus and act as liaisons between students and UHS. RCAs can contact this group should they experience a concern related to University Health Services.

Address	Phone	Email	Web
McCosh Health Center 109	General: 8-5137	akwagner@princeton.edu	princeton.edu/uhs/healthy-living/peer-advising

**Health and Campus Recreation**

The University contains a host of possibilities for healthy recreation, including gym facilities, intramural and club sports, clubs for walking and biking, and classes in aerobics, massage, yoga, and martial arts (to name just a few).

Address	Phone	Email	Web
Dillon Gym	General: 8-4466	rec@princeton.edu	princeton.edu/campusrec/

**Outdoor Action**

The Outdoor Action program offers a broad range activities and training related to hiking, climbing, wilderness survival, in addition to the pre-Orientation Frosh trip and the rock climbing wall at Princeton Stadium.

Address	Phone	Email	Web
Dillon Court West	General: 8-3552	oa@princeton.edu	princeton.edu/~oa/

**Office of Religious Life**

Programs include meditation, fellowship and worship. The Murray-Dodge Café provides free baked goods and coffee and tea every night from 10:00 p.m. to 12:30 a.m.

Address	Phone	Email	Web
Murray-Dodge Hall	General: 8-3047	orl@princeton.edu	princeton.edu/religiouslife

### **Optional Reflection: Health and Wellness**

1. Do you have a better understanding about how drinking alcohol, particularly high-risk drinking, affects the body? What is something new you learned?
2. Name two ways that you can encourage your zees to be safe while consuming alcohol, should they choose to do so.
3. What are some strategies you learned to help a potential victim/survivor of sexual harassment, sexual assault, domestic/dating violence, or stalking?
4. How prepared do you feel about engaging your advisees in a discussion about alcohol and the Princeton social scene?
5. Did the training provide you a better understanding of the most common psychological issues on campus, and the resources available to students? What is something new you learned?
6. How prepared do you feel about referring advisees to various health and wellness resources on campus?

# What Every RCA Should Know About Academic Support

## Role of College Dean and Director of Studies

**The Residential College Dean** oversees the academic program and progress of all the students living in or affiliated with the college. The dean serves as the primary non-departmental academic adviser for juniors and seniors. The college dean also serves as the day-to-day supervisor of the college staff.

**The Director of Studies**, together with the dean, advises students in academic as well as personal matters. For first- and second-year students, the director of studies oversees academic advising and coordinates the faculty adviser program. He or she also oversees academic programming in the college.

## A-Team System: What This Means for You as an RCA

The “A-Team” is a team of student advisers for first-year students: the RCA, the Peer Academic Adviser (PAA) and the RGS (Resident Graduate Student). Members of your A-Team should be invited to your weekly study breaks, and you should also reach out to your teammates to help plan study breaks for your zees. For example, PAAs would make great partners for a McGraw-themed study break. RGSes can especially help lend a hand when you yourself may need to concentrate on academic work, such as around midterms and finals. You should have time during RCA training to collaborate with your A-Team to plan academic-themed programs for your zee groups.

**Peer Academic Advisers** are upperclassman volunteers who are trained to give general academic advice. Most PAAs do not live in the college but are excited to be involved in college life. PAAs are from a broad range of majors and, in general, they are available to your zees who have questions about courses and potential majors and who would like to hear a student perspective. They participate in the college wide “Advising Mall” during Orientation Week, and in the spring they participate in “Majors Night.”

**Resident Graduate Students** live in the college and work to enrich college life with different kinds of programming tailored to their area of expertise. RGSes have special programming budgets separate from the RCA budget.

## Academic Support Services

RCAs often know about problems that their zees are having well before anyone else does, so you should be aware of the resources open to all students in academic distress. RCAs are expected to:

- Help students recognize when they are encountering difficulty with course material;
- Encourage students to seek assistance as soon as possible;
- Direct students to discuss their difficulties with their instructor or with their dean or director of studies to determine the best way to tackle the situation.

**Resources that your zees should know about:**

***Professor's and Preceptor's Office Hours***

The first question to ask a student who is struggling academically is, "Have you gone to the professor's (or preceptor's, or lab TA's) office hours?" More than a few students are hesitant to ask for help. Shyness, or embarrassment about experiencing difficulty in a course, may inhibit students from approaching the person who is in the best position to give help: the instructor. Office hours of instructors are usually listed on the course syllabus; if not, the student can contact the instructor's department to find out when they are.

***Individual Tutoring***

Individual peer tutoring is available for students in most introductory courses and some upper-level courses. Students who think they would benefit from having a tutor in a course should be directed to their dean or director of studies, who assign tutors from a centralized pool. Students may receive a maximum of 15 hours of free tutoring per course, per term. Since peer tutors need to study too, they are not authorized to tutor once final exams begin; students may, however, be tutored over reading period. If a student wishes to continue with a tutor in a new term, the assignment must be renewed by the dean or director of studies. The University does not allow paid tutoring by individuals who are not authorized to tutor by the Office of the Dean of the College.

- Advisers who find themselves in need of tutoring should contact the dean or director of studies at their residential college.
- Please remind your zees that tutors cannot work magic. Even the best tutoring cannot substitute for consistent work with the hard-to-understand material. Getting a tutor a day before an exam is unlikely to have significant effect on the outcome of the exam.

***The Writing Center***

Located in Whitman College, the Writing Center offers students free, one-on-one tutoring sessions with experienced fellow writers trained to consult on assignments in any discipline. Tutors can help with any part of the writing process, from getting started to developing a thesis, structuring an argument, or revising a draft. While the Writing Center is not an editing or proofreading service, tutors can help students learn strategies for improving sentences and checking mechanics.

To make an appointment or to look up drop-in hours, students should visit [www.princeton.edu/writing/appt](http://www.princeton.edu/writing/appt). Good writing is the result of strategic revising. Please encourage your zees to visit the Writing Center at any stage in their writing projects.

The McGraw Center for Teaching and Learning Study Strategies Workshops and ACE Consultations Located on the third floor of Frist, the McGraw Center for Teaching and Learning provides a variety of services for students to enhance their academic achievement at Princeton. Each semester, McGraw offers workshops on a number of academic skills, including: effective reading, problem solving strategies, note-taking, time management, combating procrastination, and preparing for tests and exams. Many of these workshops provide support for specific, large introductory classes (e.g. "Problem Solving Skills for ECO 100" or "Remembering What You Read for CLA 212").

RCAs advising a zee with academic concerns or difficulties may want to speak with Dr. Carol Porter, Director of the McGraw Center, or Nic Voge, Associate Director, about ideas, strategies, and resources that could be useful in that student's particular situation.

### ***McGraw Study Halls @ Frist***

Free tutoring in introductory-level mathematics, chemistry, physics, and economics is offered through the McGraw Study Halls @ Frist, located directly outside of the McGraw Center on the 300-level of the Frist Campus Center. Experienced, trained undergraduate tutors are available to guide students through learning course material, thinking through problem sets and preparing for exams. The Study Halls are open Sunday through Wednesday evenings from 7:30-10:30. No appointments are necessary.

### ***Other Review Sessions***

Certain courses (particularly those in math, science, and engineering) offer their own review sessions; students should inquire of the instructor as to whether there is a review session for the course. Also, the School of Engineering and Applied Sciences offers some review sessions for courses typically taken by engineers; students should contact the SEAS for specific information.

### ***Academic Support Services for Engineering Students***

Each first-year B.S.E. student is assigned an engineering faculty member as an adviser. The faculty adviser is a fellow of the student's residential college. If a student has expressed an interest in a particular field of engineering, an effort is made to match that student with a faculty adviser in that discipline whenever possible. Working with each faculty adviser are two, sometimes three, B.S.E. juniors and seniors who are called "Interactors". One Interactor is usually from the same department as the adviser, while the other is normally from a different department in order to provide additional perspectives on choices of courses and majors. In addition to working with the faculty advisers, the engineering Interactors organize informal events for their advising group throughout the year.

First-year B.S.E. students should be encouraged to take advantage of all the support activities and to get involved in the engineering community of students and faculty. This includes participation in the many engineering-related student organizations, attendance at informational programs aimed at B.S.E. first year students, and using University academic support programs such as study halls, review sessions, and tutoring.

The Associate Dean for Undergraduate Affairs, Peter Bogucki, works with the deans and directors of studies in the residential colleges to guide the academic progress of B.S.E. students. He is available for academic counseling and encourages all B.S.E. students to schedule an appointment with him by calling the SEAS Undergraduate Affairs Office at 8-4554 to discuss courses, career plans, foreign study, or other concerns.

## Academic Regulations and The Honor System

RCAs have four fundamental obligations with respect to the Honor Code and academic regulations at Princeton:

1. Uphold the Honor Code in the conduct of all written exams, tests, and quizzes that take place in class;
2. Let your zees know that your adviser position does not exempt you from the obligation to report any knowledge or suspicion of Honor Code violations;
3. Help your zees understand and uphold the Honor Code; and
4. Uphold and help your zees understand and uphold the academic regulations (as described in *Rights, Rules, Responsibilities*) that insure the integrity of academic work not governed by the Honor Code.

These basic obligations (which apply to every student) sometimes become confusing because, in particular situations, advisers may face the appearance of conflicting duties. The following, therefore, is intended to help advisers avoid such a situation or navigate such a conflict rightly, should it arise.

As a Princeton student, you have pledged to uphold the Honor Code, and you were selected as an adviser because of the stellar example you have set here at the University, a community founded on the value and integrity of words and ideas. So, upholding and abiding by the Honor Code is one of your primary responsibilities.

*Rights, Rule, Responsibilities* states that responsibility clearly and succinctly:

The Code: "I pledge my honor that I have not violated the honor code during this examination."

The Principle of Non-Toleration: "Every student acknowledges the obligation to report any suspected violation of the honor code that he or she has observed. It is the common understanding among Princeton students that, where the honor system is concerned, an individual's obligation to the undergraduate student body as a whole transcends any reluctance to report another student." "Thus, under the honor system students have a twofold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported."

Certain situations appear to complicate matters and make the above policy deceptive in its simplicity. We can imagine situations in which your responsibility as an adviser to respect confidentiality conflicts with your responsibility as a student to respect the Principle of Non-Toleration. And because we can imagine such sticky situations, we can also take steps to prevent such a conflict from arising.

- Tell your zees about the limits of your confidentiality at the all-important first meeting and reinforce the point when your zee group meets with members of the Honor Committee. Explain that because you are a student first and foremost, and because you have signed your name to the Honor Code, you have to report any knowledge you have of Honor Code infractions.



As an adviser, there are things you can do to help first-year students understand and uphold the Honor Code:

- Raise it in discussion with your zees. Possible themes: why academic integrity is such a central value to our University community; the various arguments for and against the Principle of Non-Toleration.
- Let your zees know that they shouldn't panic if the Honor Committee or a dean calls them to a meeting (it could be that they just want to gather information about how the examination room was set-up, etc).
- Refer your zees to a member of the Honor Committee should they have specific questions/concerns about procedures for investigating an Honor Code violation. More information can be found at [www.princeton.edu/honor](http://www.princeton.edu/honor).

Familiarize yourself with the Academic Regulations that are described in the “orange-colored” pages of *Rights, Rules, Responsibilities*. Review the rules, explanations, and examples of violations that are included in the pamphlet *Academic Integrity at Princeton*. Make sure that each person in your zee group receives a copy of *Academic Integrity at Princeton* and is acquainted with the rules that define plagiarism, misrepresentation of original work, and impermissible collaboration.

- Encourage your zees to clarify with the preceptor or professor where the limits of collaboration are, especially if they have any doubt about the assignment at hand.
- Let them know about rules against unauthorized multiple submissions and various forms of plagiarism, such as purchased papers, papers downloaded off the internet and submitted as original work, and submitting falsified data.
- Remind them to cite their sources properly.
- Refer your zees to the dean or director of studies at your college if they have any questions or concerns with respect to academic regulations.

# Key Documents and Tools

## First Zee Meeting Checklist

TOPIC	NOTES	✓
<b>RCA Introduction</b>	<ul style="list-style-type: none"> <li>Who you are, Major, Extracurricular activities</li> <li>Why you chose to become an RCA</li> </ul>	
<b>Ice-breaker</b>	<ul style="list-style-type: none"> <li>Please see RCA Manual for Icebreaker Ideas</li> </ul>	
<b>Explaining the Role of an RCA</b>	<ul style="list-style-type: none"> <li>Mentor, Adviser, Uphold Community Standards, Promoting a safe and welcoming environment.</li> <li>Can help connect students with resources.</li> <li>Liaison with the College office, especially the DSL</li> <li>Parents with questions she call the College Office</li> <li>Share what your office hours/evening in/hang-out times will be</li> </ul>	
<b>RCA/Advisee Confidentiality</b>	<ul style="list-style-type: none"> <li>Won't share anything discussed in 1 on 1 meetings.</li> </ul> <p>Exceptions: serious mental health concerns, safety concerns, and honor code violations</p>	
<b>College Office and College Staff</b>	<ul style="list-style-type: none"> <li>Dean and Director of Studies: Academic concerns</li> <li>Director of Student Life: personal and non-academic concerns</li> <li>College Administrator + College Secretary</li> <li>RGSS: additional resource, programming</li> <li>Peer academic advisers</li> <li>Housekeeping staff and Dining Hall staff</li> <li>Be courteous to staff - they are not here to clean up after you personally</li> <li>Call Facilities at 8-8000 for any building needs (pests, damage, etc.)</li> </ul>	
<b>Study Breaks and Programs</b>	<ul style="list-style-type: none"> <li>Handout index card to get people's food preferences/restrictions</li> <li>Explain what they are/when they will be</li> <li>Put them on your calendar!</li> </ul>	
<b>Roommate Contracts/Suite Agreements</b>	<ul style="list-style-type: none"> <li>Distribute and explain contract/agreement (everyone should complete these, as it will make future problems much more manageable)</li> <li>Set a time with each room to review/discuss agreement</li> <li>Be a good roommate, encourage discussion between/among roommates before problems fester.</li> <li>Your role in mediating roommate issues if problems persists</li> </ul>	
<b>One-on-One Meetings</b>	<ul style="list-style-type: none"> <li>Meeting with each zee in next three weeks in one-on-one setting to get to know him or her better, and that you'll do it again in the spring (this in addition to study breaks, meals, etc.)</li> </ul>	

<b>RCA On-Call System</b>	<ul style="list-style-type: none"> <li>· Purpose of the on call system- (to uphold community standards, monitor safety, throw study breaks)</li> <li>· How to get in contact with the on-call RCA (who is NOT a substitute for Public Safety)</li> <li>· RCA On-Call Contact Phone Number</li> </ul>	
<b>General Academic Information</b>	<ul style="list-style-type: none"> <li>· If you need to miss class for reasons associated with a religious holiday, and it isn't a holiday that the University officially recognizes by closing, please contact your professor and Director of Studies</li> </ul>	
<b>Academic Integrity</b>	<ul style="list-style-type: none"> <li>· Distribute <i>Academic Integrity</i> booklets to your zees.</li> <li>· Princeton is extremely serious about academic integrity. Cheating, plagiarizing, or improper aid on written work can result in serious disciplinary action.</li> <li>· Read the rules in Rights, Rules, and Responsibilities. Ignorance is no excuse.</li> <li>· If you have any questions as to whether something you are doing is ok, check with your professor/preceptor.</li> <li>· Mention the upcoming Academic Integrity sessions</li> </ul>	

<b>College Cheer</b>	Teach the college cheer in preparation for Clash of the Colleges	
<b>Alcohol and Other Drugs</b>	<ul style="list-style-type: none"> <li>· Alcohol &amp; The Princeton social scene</li> <li>· Distribute <i>Just the Facts</i> booklet</li> </ul>	
<b>Safe Sexual Practices</b>	<ul style="list-style-type: none"> <li>· Be respectful of each person's right to freely choose what is right for self. Roommates and neighbors also have the right not to see sex happening in front of them, so be mindful about that!</li> <li>· Be respectful of your roommate/s</li> <li>· Where to get protection – RCAs, UHS, LGBT center</li> <li>· Sexual assault DOES HAPPEN here. If you or someone you know is or may have been sexually assaulted or harassed, go to <b>SHARE</b>.</li> <li>· <b>SHARE</b> is a place where you can get confidential counseling and support and explore your options confidentially, in terms of reporting to the police and to the university for possible disciplinary action.</li> <li>· Can also talk to DSL. DSL Isn't a confidential resource</li> </ul>	
<b>Staying Healthy</b>	<ul style="list-style-type: none"> <li>· Distribute meningitis handout and other health-related information from UHS to zees</li> </ul>	
<b>Being Safe on Campus</b>	<ul style="list-style-type: none"> <li>· Have your zees add PSafe- 609-258-3333</li> <li>· Also have them add an emergency contact number to their phones – a parent, guardian, etc. under the 'contact name' ICE (in case of emergency.) This is a recognized police/EMT thing.</li> <li>· Travel in a pack; always have a wingman/woman. Don't leave someone to walk home alone at night. <b>Ever</b>.</li> <li>· Look for the blue light boxes as you walk around campus. Be familiar with where they on campus are so that you know their location in case you need them.</li> <li>· Shuttle services are available at night</li> <li>· NO weapons of ANY KIND on campus. No replica guns, decorative knives, nothing. If I see it, I'll have to report it. If I hear</li> </ul>	

	<p>about it, I'll have to report it. If YOU see it, please report it.</p> <ul style="list-style-type: none"> <li>· Mention your Residential College Public Safety liaison, and stress that Public Safety is here to make sure we are safe. Mention obligation to cooperate with Public Safety and to show i.d. if asked.</li> </ul>	
<b>File Sharing</b>	<ul style="list-style-type: none"> <li>· Many Princeton students have faced major lawsuits for file sharing violations.</li> <li>· Do not use major download programs to acquire or share music. This includes DC++, BitTorrent, and I2Hub.</li> <li>· If the University notifies you of a violation, respond immediately.</li> <li>· The best thing to do is to avoid downloading, but if you choose to do so, use Princeton-only networks, and try to make sure that your computer isn't sharing.</li> </ul>	
<b>Theft</b>	<ul style="list-style-type: none"> <li>· Princeton is, thankfully, a relatively safe place. The most common crime is theft, so to protect yourself.</li> <li>· Keep your doors locked.</li> <li>· Register your bike and electronic valuables with Public Safety.</li> </ul>	
<b>College Facilities + general College information</b>	<ul style="list-style-type: none"> <li>· Explain spaces unique to college</li> <li>· Noise and quiet hours</li> <li>· No smoking/no drugs</li> <li>· Do not leave furniture in hallways – it cannot be stored. All furniture that was in your room at arrival must be in your room at departure.</li> <li>· You cannot take lounge or other college/dorm furniture to your room for extended personal use. You can be fined and/or disciplined if you do this.</li> <li>· Do not switch room / suites on your own.</li> <li>· Don't disengage fire alarms, and no open flames or candles of any kind (even unlit ones).</li> <li>· Be respectful to housekeeping staff and dining hall staff</li> <li>· Recycle/be respectful in the bathroom</li> <li>· Whiteboards (no derogatory comments, even in jest)</li> <li>· Dining plans and special diets— talk to dining staff if you haven't already.</li> <li>· Fire inspection—take it seriously. Don't just hide your stuff, don't have it in the first place.</li> <li>· Explain the College Council</li> </ul>	
<b>Orientation Week</b>	<ul style="list-style-type: none"> <li>· Meal concerns for opening dinner (i.e., does anyone need a kosher meal) – find out results and communicate to DSL + College Administrator ASAP (if you haven't done this already)</li> <li>· Required Events and getting to them—list the ones they MUST attend, the plan for getting there, plus the social ones you would recommend.</li> <li>· Student Activities Fair—get involved!</li> <li>· Partying during orientation week</li> <li>· Lots of alternative events (list a few)</li> <li>· Explain lawn parties</li> </ul> <p>*There is plenty of time to meet people and have fun; you don't have to do it all right away, so take it slow.</p>	

## Roommate Contract

### Shared Space Living Agreement 2013-2014

Room / Suite #: \_\_\_\_\_ RCA: \_\_\_\_\_

This document is to be an agreement between the residents within the living space to ensure that each individual's rights and the rights of the community are not infringed upon. Listed below are topics that are common causes of misunderstandings between and among individuals who live together. Residents should discuss each topic, clarify expectations surrounding them, and eventually agree to guidelines with which they are all comfortable. All decisions should take into account sleep / study time as a priority. Establishing open, honest communication and mutually acceptable ground rules early during the semester can help ensure a comfortable living and learning space. Please use this document as a tool to engage in serious consideration / discussion of each of the following topics.

This document should be completed and signed by all residents of the space before the first day of classes. Your RCA will encourage you to revisit this document within two weeks' time, as you are likely to have increased insight into areas in need of further discussion. If conflicts arise throughout the academic year, ask your RCA to facilitate a room discussion in which you will review, revise and reaffirm this agreement.

1. **Guests / Visitors:** Please discuss how many guests are acceptable on weeknights / weekends. Give consideration to whether they will be permitted to spend the night as well as how roommates should be notified. Please note that "while students are permitted to have guests for short periods of time, extended visits are not permitted" (RRR, 2.2.1 Dormitory Regulations).

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2. **Noise Level - Study / Sleep Time:** Studying / sleeping have priority over all other activities. Please discuss one another's sleep habits as well as expectations for the level of noise within the space. Residents should give consideration to the use of television, radio, computers, etc. Please note that "every Princeton dormitory resident has the right to a reasonably quiet environment" (RRR, ~~pg. 42~~ 2.2.1 Dormitory Regulations). Residents should be mindful of their noise level and how it may impact the community.

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3. **Alcohol/Parties/Drug Use:** Discuss mutual responsibility and the need for mutual decision making regarding the consumption of alcohol, parties and drug use. Please note that "students at Princeton University are responsible for knowing and abiding by both state and University regulations regarding the consumption of alcohol" (RRR, 2.2.9 Alcohol Policy).

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4. **Furnishings / Space:** Please discuss how rooms, beds and desk space will be assigned / arranged as well as how rooms will be decorated. Residents should give consideration to usage of shared items (such as television, MicroFridge, etc.).

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5. **Use of Possessions / Personal Items:** Please discuss expectations regarding the use of personal items. What items are permitted to be used by others, in what state should they be left once used, and which items require permission prior to use? Residents should give special consideration to clothes, computers, beds, books, food, etc.

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6. **Cleaning of Living Spaces:** Standards of cleanliness should be clearly articulated (some issues to consider include paper, food, and sanitary waste, dirty clothes, dishes, etc.). Please discuss how residents will divide the cleaning chores as well as how often they should be performed. ~~Lastly,~~ Give consideration to how concerns will be addressed if standards are not met.

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7. **Additional Topics:** It can be useful to discuss delivery of messages, windows / temperature, ~~phone usage,~~ communication amongst roommates, etc.

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We agree to the guidelines listed in this document. Completing this document is the first step in our commitment to one another to openly communicate and discuss all conflicts as they arise. Additionally, we agree to examine this document as necessary, be open to adjustments, and document any changes.

**Signatures**

- 1). \_\_\_\_\_
- 2). \_\_\_\_\_
- 3). \_\_\_\_\_
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**Date**

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## Bias Incident Report Form

A bias incident is characterized as a behavior or act—verbal, written or physical—which is personally directed against or targets an individual or group based on perceived or actual personally identifying characteristics such as race, color, national or ethnic origin, religious belief, sex, marital or domestic partnership status, affectional or sexual orientation, gender identity or expression, disability, veteran status, or age. Any behavior reflecting bias may be in violation with the University's policy.

<b>Status/Classification:</b> <input type="radio"/> Undergraduate <input type="radio"/> Graduate <input type="radio"/> Staff <input type="radio"/> Faculty	<b>Date of Incident:</b>  <b>Time of Incident:</b>
	<b>Location of Incident:</b> <input type="radio"/> Residential College <input type="radio"/> Classroom <input type="radio"/> Off-Campus <input type="radio"/> Common Spaces <input type="radio"/> Virtual Space (Twitter, Facebook, Email, Instant Messenger, etc)

<b>Type of Incident:</b> <input type="radio"/> Sexual Assault <input type="radio"/> Vandalism <input type="radio"/> Intimidation <input type="radio"/> Damage/Destruction of Property <input type="radio"/> Graffiti <input type="radio"/> Verbal Harassment <input type="radio"/> Written Harassment <input type="radio"/> Threat <input type="radio"/> Assault <input type="radio"/> Other: (please specify)	<b>What Bias do you feel was the target of the incident?</b> <input type="radio"/> Gender <input type="radio"/> Age <input type="radio"/> Marital Status <input type="radio"/> Sexual Orientation <input type="radio"/> Ethnicity <input type="radio"/> Veteran Status <input type="radio"/> Race <input type="radio"/> Religion <input type="radio"/> Disability <input type="radio"/> National Origin
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**Detailed description of Incident:**

**Was anyone physically injured? (if yes, please explain)**

☐ No

☐ Yes \_\_\_\_\_

**Name of Person(s) Involved:**

**If known, Contact information for person(s) involved:**

**If you would like to be contacted for follow-up action on this bias report please provide your contact information below.**

**Name:**

**Email Address:**

**Telephone:**

# Important University Resources

## Resources at a Glance

Office	Address	Phone	Email
<i>College Offices</i> Butler Forbes Mathey Rockefeller Whitman Wilson	Wu Hall, 2 <sup>nd</sup> Floor 115 Alexander St Hamilton, 2 <sup>nd</sup> Floor 203 Madison Hall Wendell, 1 <sup>st</sup> Floor 201 Wilcox Hall	8-3474 8-6094 8-5715 8-0903 8-8900 8-3629	aandres@princeton.edu mellisat@princeton.edu mfrawley@princeton.edu amyham@princeton.edu dwessman@princeton.edu rehunt@princeton.edu
Counseling and Psychological Services	McCosh Health Center, 3 <sup>rd</sup> Floor	8-3825	[8-3139 After Hours] [8-3333 Emergency]
Davis International Center	87 Prospect Ave	8-5006	intlctr@princeton.edu
Dining Services	26 College Rd W	8-6678	
Disability Services, Office of	242 Frist	8-8840	ods@princeton.edu
Facilities/Building Services		8-8000	service@princeton.edu
Fields Center	58 Prospect Ave	8-5494	caf@princeton.edu
Health Services, University	McCosh Health Center	8-3129	uhs@princeton.edu
LGBT Center	246 Frist	8-1353	lgbt@princeton.edu
McGraw Center	328 Frist	8-2575	mcgraw@princeton.edu
Ombuds Office	179 Nassau St	8-1775	ombuds@princeton.edu
Pace Center	201D Frist	8-7260	pace@princeton.edu
Public Safety	200 Elm Drive	8-3333 8-1000	[Emergency number] [Non-emergency]
Religious Life, Office of	Murray-Dodge Hall	8-3047	orl@princeton.edu
SHARE	McCosh Health Center, Room 217	8-3310	jd3@princeton.edu share.princeton.edu
Women's Center	243 Frist	8-5565	womensctr@princeton.edu
Writing Center	Baker Hall 002	8-2797	writing@princeton.edu



## The College Staff

**The Master** is a senior faculty member who oversees the life of the college. He or she sets the intellectual tone for the college, fosters its spirit, and organizes activities that enrich student life and broaden students' educational experiences.

**The Residential College Dean** oversees the academic program and progress of all the students living in or affiliated with the college. The dean serves as the primary non-departmental academic adviser for juniors and seniors. The college dean also serves as the day-to-day supervisor of the college staff.

**The Director of Studies**, together with the dean, advises students in academic as well as personal matters. For first- and second-year students, the director of studies oversees academic advising and coordinates the faculty adviser program. He or she also oversees academic programming in the college.

**The Director of Student Life** oversees, supports, and helps evaluate the residential college advisers and works with them to promote a vibrant residential experience for all students in the college. He or she manages the weekly core group meetings and works closely with the college office to refer students to other University resources when necessary. As a member of the Residential College Disciplinary Board chaired by the associate dean of undergraduate students, the director of student life (DSL) is responsible for disciplinary matters in the college. He or she works with the core group in planning and implementing diversity programs and the residential education program (REP). The DSL is also responsible for all crisis-related matters in the college, and works closely with RCAs and other staff members to assist students in personal difficulty.

**The College Administrator** manages and facilitates the non-academic affairs of the college, including the budget, college calendar, use of public space within the college, and trip and activity planning. The administrator is a logistical expert in event planning, and should be consulted on matters pertaining to space reservations, ordering food, equipment, and other supplies, and settling your accounts.

**The College Secretary** provides administrative support in the college office and makes appointments for students who would like to meet the dean, director of studies, or director of student life.

## Other Key Players in College Advising

**Faculty Advisers** are fellows of the college rather than staff members, but they are formally assigned to serve as an important source of perspective and guidance for first-year and sophomore students residing in the college. Each student is assigned to an adviser with whom the student may discuss academic interests, specific courses of study, and likely majors. The adviser serves as a link to other key sources of information on campus.

**Peer Academic Advisers** are upperclassman volunteers who are trained to give general academic advice. They are paired with a faculty adviser and also plan and staff advising and majors fairs during

the year. PAAs and RCAs are paired for ongoing programming and advising activities for first-year students. Most PAAs do not live in the college.

**Resident Graduate Students** live in the college and work to enrich college life with different kinds of programming tailored to their area of expertise. RGSs are typically paired with RCAs in the same zone and are invited to attend **and host** study breaks and other zee group events.

## Counseling and Psychological Services

Counseling and Psychological Services (CPS) at UHS serves as a focal point for students' mental health concerns and psychological care. CPS' central mission is to collaborate directly with students in overcoming difficulties that may interfere with the definition and accomplishment of their educational, personal, and life goals. CPS strives to provide students with opportunities to develop greater self-understanding, identify and solve problems, and improve academic performance through the alleviation of psychological, emotional, and cognitive impediments. CPS' mission often extends beyond the consultation room and into the campus community. Through outreach, partnerships, and consultation to faculty, staff, parents, and many campus agencies, CPS works toward promoting psychological health as a value to the Princeton community. CPS offers a range of time-sensitive psychological and psychiatric services that attempt to balance the unique needs of individual students with the broader demands of a diverse campus community.

### Hours and Appointments

Open 8:45 a.m. to 4:45 p.m. Monday through to Friday.

Call 8-3285 or come in (3rd floor of University Health Services) to make an appointment.

For after-hour emergencies, call Inpatient Services at 8-3139

For daytime urgencies or emergencies, call Counseling & Psychological Services at 8-3285.

### Individual Counseling

CPS offers free, individual, time-limited counseling to students. Some common issues that are addressed include stress, adjustment issues, depression, anxiety, relationship problems, family problems, loss and/or grief, self-esteem issues, eating concerns, substance abuse, racism, sexism, and gay/lesbian/bisexual issues.

### Couples Counseling

Married or unmarried couples dealing with relationship issues may also seek the services of CPS to improve communication, to learn effective conflict resolution skills, and to work on building healthier relationships.

### Group Counseling

CPS offers a variety of groups throughout the academic year. Some groups are time-limited and focus on specific issues, while others are on-going general therapy groups. A list of group offerings is provided to the DSL for distribution at the beginning of each semester, and is posted on the UHS web page at [www.princeton.edu/uhs](http://www.princeton.edu/uhs) (see the Groups section under Counseling and Psychological Services).

### **Psychiatric Consultation**

Psychiatric consultation is available, on a limited basis, to help students and their counselors evaluate the need for psychotropic medication. Students in need of on-going psychiatric care will be referred to a private psychiatrist.

### **Referral**

For students who wish to see a therapist in the community or who require more intensive on-going therapy than CPS can provide, we can arrange for a referral to an appropriate outside therapist or treatment program.

### **Education and Outreach**

CPS sponsors psycho-educational workshops and trainings on a variety of topics and health screening days throughout the academic year. We welcome suggestions for workshops and will work with you to tailor them to your specific needs.

### **Consultation**

Within the boundaries of our confidentiality policy, CPS provides consultation to advisers and college staff concerned about a student who may be struggling with psychological issues.

### **Self-Help Information**

A variety of self-help information is available in the CPS waiting room or on the UHS web page.

### **Special Treatment Teams at Counseling & Psychological Services**

#### ***Eating Disorders/Concerns***

CPS coordinates the University Health Services Eating Disorders Treatment Team, an interdisciplinary team of health professionals working closely to treat students with eating and body image concerns. The team provides confidential medical and psychological evaluation, medical monitoring, short-term individual psychotherapy, nutrition counseling, exercise consultation, and group therapy for students in recovery. Trained student Peer Health Advisers sponsor a variety of prevention/education programs as well as providing resources and referrals.

#### ***Alcohol and Other Drugs***

The Alcohol and Other Drugs Treatment Team provides psychological and medical assessment, short-term individual psychotherapy, and a support group for students looking to control their drinking. Students seek these services to better understand their social drinking, to address alcohol or other drug dependency, to deal more effectively with peer pressure to use alcohol, to discuss concerns about the drinking or other drug use patterns of friends, roommates or family members, and to deal with personal problems that lead to drinking.

### **Other Programs**

*Recovery@* is a group of students in recovery from alcohol who come together to support one another. This group may be contacted by emailing [recovery@princeton.edu](mailto:recovery@princeton.edu).

The Health Promotions and Wellness Office at UHS oversees *B.A.S.I.C.S.*, which stands for Brief Alcohol Screening and Intervention for College Students. This educational program, which is conducted in two private 50-minute sessions spaced about a week apart, helps students explore their motivations around alcohol and their use of it relation to their peers. It is not a counseling session or clinical intervention.

## Davis International Center

OVERVIEW: There are almost 2,400 international students and visiting scholars at Princeton, representing about 100 countries. The Davis International Center (Davis IC) serves as the primary resource for international students and scholars on matters related to cultural and practical adjustment issues and immigration and visa issues. To that end, the Davis IC provides almost 100 programs and events each year that are designed to contribute to the well-being of international students and to promote the integration of international and American students.

All Davis IC events and announcements can be found on the website at: [www.Princeton.edu/intlctr](http://www.Princeton.edu/intlctr)  
Or you may receive regular notices about our programs by subscribing to *"This Week at the Davis IC"* by emailing [intlctr@princeton.edu](mailto:intlctr@princeton.edu)

The Davis IC is located at 87 Prospect Avenue (behind 91 Prospect).

INTERNATIONAL STUDENT ADVISORS: International Students should be encouraged to seek assistance concerning travel, immigration, visas, employment, financial, or personal/cultural adjustment from their assigned International Student Advisor who will remain with them for the duration of their undergraduate studies:

Class of '14	Lesley Robinson	LRob@princeton.edu
Class of '15	Mladenka Tomasevic	MTomasev@princeton.edu
Class of '16	Mladenka Tomasevic	MTomasev@princeton.edu
Class of '17	Jackie Leighton	JLeigh@princeton.edu
Exchange Students	Alan Joss	Joss@princeton.edu

Appointments with Advisors are available via WASS online at: [www.princeton.edu/WASS](http://www.princeton.edu/WASS)

WHAT TO WATCH FOR: RCA's should be aware that students from other countries may experience unique difficulties while attending Princeton. Some of these issues may include: differences in communication styles; language barriers including difficulty understanding U.S. slang; class work loads and differences in American classroom behavior; food differences; differences in socialization styles; and homesickness. Unlike their American peers, these students may not be able to return to their homes for long periods of time and are present on campus without family support during breaks. Increasingly strict visa regulations and the expense associated with traveling long distances add to the difficulties international students often face.

Different cultural norms pertaining to gender, religion, physical contact, and particularly alcohol may also cause significant challenges for some international students. Difficulties arising from these issues may lead to loneliness and isolation, stress, inadequate sleep, and a general feeling of being out of place at Princeton. This syndrome is called Culture Shock and may manifest in a student with feelings of sadness, agitation, anger, or depression. RCAs who have concerns about an international student are encouraged to consult with your DSL or other members of your college staff who can help identify potential problems and discuss solutions. Jackie Leighton, Director of the Davis IC, [JLeigh@princeton.edu](mailto:JLeigh@princeton.edu) is available to RCA's who want to gain a better understanding of cultural differences and the international student adjustment process.

## Dining Services

If a zee has a dietary allergy or other dietary concerns, you can refer him or her to Stu Orefice, Executive Director of Dining Services at 8-6098 or [sorefice@princeton.edu](mailto:sorefice@princeton.edu).

Questions about meal plans and contracts, including break meal plans, can be directed to Undergraduate Housing at 8-3460 or [ughsg@princeton.edu](mailto:ughsg@princeton.edu).

## Office of Disability Services

Eve Woodman Tominey, the director of the Office of Disability Services (ODS), is responsible for working with students with disabilities, including those with hearing, visual, or physical impairments and learning disabilities. If you would like to learn more about the process of requesting accommodations, please contact her. If you have a zee with an injury or temporary physical impairment, the student should first be directed to University Health Services. If academic accommodations are needed for a temporary disability, University Health Services will refer the student to the Office of Disability Services. You should also make the college dean and/or director of studies aware of the situation. The Office of Disability Services can provide the student with information and referrals to various resources.

Dean Maria Flores-Mills in the Office of the Dean of Undergraduate Students coordinates special needs housing, working closely with the residential colleges, Housing and the Office of Disability Services. Therefore, if the issue or request pertains directly to a housing assignment, please contact Dean Flores-Mills at [mflores@princeton.edu](mailto:mflores@princeton.edu) or 8-3054. The Office of Disability Services is located at 243 Frist Campus Center. Eve Woodman Tominey can be reached via e-mail at [etominey@princeton.edu](mailto:etominey@princeton.edu) or 8-8840.

## Facilities and Building Services

For any repair or janitorial requests, call the Facilities Service Center at 8-8000 or go online to submit a work order request: <http://www.princeton.edu/facilities/info/services/center/>. For after-hours clean-ups of biohazards, contact Public Safety at 8-1000.

## Carl A. Fields Center for Equality and Cultural Understanding

In addition to the programming and support provided by the RCAs, the Carl A. Fields Center for Equality and Cultural Understanding is a key resource for members of the cultural communities at Princeton. The Fields Center serves as a place to relax, study, meet new friends and attend programs and events. The Fields Center It is equipped with office space for student organizations, a seminar room, computer clusters, a video and book library, two television rooms, a reading lounge, kitchen, outdoor patio, and a large multi-purpose room.

Center Director Tennille Haynes is responsible for helping organize workshops, training and works closely with student groups on events and programs. She works closely with several offices on

## PRINCETON UNIVERSITY

campus to encourage programming that is focused on issues related to race, ethnicity, class, civic engagement and leadership. Tennille oversees the Fields Center fellows, who are paired with RCA core groups for collaborative diversity programming each semester. She also works with the various mentoring groups for students of color, which together form the Princeton University Mentorship Program, or *P.U.M.P.* As an umbrella organization, P.U.M.P. pairs first-year students of color with sophomores, juniors, and seniors from similar backgrounds in an effort to help first-year students find a community and successfully transition to Princeton, both socially and academically. P.U.M.P. includes the following community-specific mentoring program:

- *L.A.M.P.* – Leadership and Mentoring Program, for African-American students;
- *L.U.N.A.* – Latinos Unidos for Networking and Advising, for Latino students;
- *A.A.M.P.* – Asian-American Mentoring Program, for Asian-American students

*Sustained Dialogue* is also based at the Fields Center. The mission of Sustained Dialogue is to address race and other deep-rooted social divisions, like gender and religion, through meaningful relationships cultivated and supported by ongoing dialogue. Participants meet for weekly dinners in assigned residential colleges in order to discuss such issues with a constant group. Sustained Dialogue, which was founded at Princeton but has since spread across campuses in America, is a student-run organization, and RCAs are strongly encouraged to support Sustained Dialogue by joining groups themselves and/or encouraging zees to join groups. Sustained Dialogue is advised by Ms. Haynes.

Tennille Haynes is located in the Fields Center on 58 Prospect Street. She can be reached via 8-5494 or [thaynes@princeton.edu](mailto:thaynes@princeton.edu).

## University Health Services

### Directory Information

In an emergency, dial 911 or 8-3333 (direct connection to Public Safety) from any campus phone. If a student uses a cell phone to call 911 he or she could be connected to a dispatcher anywhere in the U.S., and there may be a delay in getting help. Public Safety's main number is 8-1000. For the escort service, call 8-3134 from any campus phone. You can also get transportation to University Health Services, by dialing 8-3134. After-hours emergencies during winter recess and summer months when University Health Services is closed are referred to: The University Medical Center of Princeton at Plainsboro 1.866.460.4PRN (main number); The Emergency Room 497-4431. Costs incurred at the Medical Center and/or its emergency room are the responsibility of the student and his or her insurance plan.

On the Web: [www.princeton.edu/uhs](http://www.princeton.edu/uhs), By e-mail: [uhs@princeton.edu](mailto:uhs@princeton.edu)

By Phone:

UHS General Information	258-3141	Inpatient Services	258-3139
After-hours Urgent	258-3139	Laboratory	258-6209

Care			
Appointments (all medical)	258-5357	Medical Records	258-3141
Caldwell Fieldhouse	258-3527	Employee Health	258-5035
Dillon Gym	258-3518	SHARE	258-3310
Billing/Student Accounts	258-2767	Student Health Plan	258-3138
CPS	258-3285	TDD Access	258-4991
Director's Office	258-2300	Urgent Care	258-3141
Health Promotion	258-5137	X-ray	258-6210

### Hours of Operation

During the academic year, University Health Services (UHS) is open daily Monday through Friday from 8:45 a.m. to 4:45 p.m. Outpatient Services are open 8:45 a.m. to 4:45 p.m., except on Tuesday, when they open at 10:15 a.m. Inpatient care during academic year, is open seven days a week, 24 hours a day. Urgent care during academic year is available 24 hours a day.

### After-hours and Weekend Care during the Academic Year

Students needing urgent care when Outpatient Services or Counseling and Psychological Services are closed should call Inpatient Services at 8-3139, or come to the second floor of UHS. A Registered Nurse will triage the student and physicians and counselors are on call 24 hours a day/7 days a week to respond to urgent care needs. If there is an emergency, call Public Safety at 911 or 8-3333.

### Summer and Winter Break Schedules

Inpatient Services is closed during the summer and winter breaks. Check the UHS Web page for legal holiday and seasonal schedules and hours during those times: [www.princeton.edu/uhs](http://www.princeton.edu/uhs).

When the facilities are closed, students are referred to the University Medical Center of Princeton at Plainsboro.

Please note: If students go to the emergency room for care when University Health Services is closed, charges are processed according to the benefit provisions of the student's health or insurance plan, and the remaining balances for emergency room treatment and services are the responsibility of the student.

### Medical Services at University Health Services

#### *Allergy and Immunization Services*

Allergy injection services are available for patients who bring their own allergy serum.

Immunizations required for matriculation are provided for a fee. Appointments are scheduled with the immunization nurse.

### *Athletic Medicine*

Comprehensive services are provided to varsity athletes by a team of professionals. Request an appointment with the director of Athletic Medicine.

### *Inpatient Services*

Inpatient Services has fifteen beds. When medical or nursing care cannot be handled on an outpatient basis or when students are discharged from the hospital, students may be admitted to Inpatient Services. Inpatient Services is open 24 hours a day, seven days a week during the academic year. Services are closed over the winter holiday break and during the summer. Students needing a safe, quiet place for rest or retreat may spend the night in the inpatient unit when space is available. Students should call 8-3139 for information.

### *Laboratory*

The prepaid student health fee covers basic tests provided through UHS. These basic tests include complete blood counts, mono tests, urinalyses, strep throat tests, and pregnancy tests.

### *Pharmacy*

UHS does not have a pharmacy. Pharmacy services are available at the Princeton University Store and other local pharmacies. Prescription costs may be charged to a student's U-store card at the Princeton University Store. Prescription plan cards are accepted at most local pharmacies.

### *Radiology Services*

The prepaid student health fee covers routine x-rays taken at UHS.

### *Sexual Health*

Women's and Men's Health Services provides care and counseling for both women and men, including annual examinations, care for sexually transmitted diseases, contraception, pregnancy options counseling, a prenatal referral service, and counseling for HIV prevention and management. Condoms are available free of charge at UHS. Other forms of birth control may be purchased.

### *Student Feedback*

The goal of University Health Services is to provide students with a health center that is welcoming to all and threatening to none. Every student will be treated with respect, concern, and compassion, and a high standard of medical care. If a student feels these goals have not been met, they are strongly encouraged to call Peter Johnsen, M.D., Director of Medical Services, at 8-1756 to express their concerns.

### *Travel Smart Program*

Immunizations required for travel abroad are provided on a fee basis. These services are by appointment only. Note: If you are planning to travel abroad, make an appointment for a vaccine review and consultation at least eight weeks prior to departure to allow time for the series of vaccine shots.



*Urgent Care*

A walk-in service is available for problems needing immediate attention. The most urgent problems are handled first. Students with a problem that is not urgent should call 8-5357 to make an appointment.

NOTE: For a detailed description of all services offered through University Health Services, please refer to the website link located at: [www.princeton.edu/uhs](http://www.princeton.edu/uhs).

*Peer Health Education and Advising Groups at University Health Services***Peer Health Advising**

*Group Contact:* Kathy Wagner, Health Educator

*Location & Phone:* 109 McCosh Health Center, Health Promotion and Wellness Prevention Services, 8-5137; [www.princeton.edu/uhs/healthy-living/peer-advising](http://www.princeton.edu/uhs/healthy-living/peer-advising)

*Mission or Purpose:* Student peer advisors work to raise awareness, provide education, and serve as a resource for students on a wide variety of health and wellness issues, including sexual health (sexually transmitted infections including HIV, safer sex, sexual decision-making, and communication), stress, depression, relationship issues, body image issues and eating concerns, and healthy weight management. All peer advisers are trained by medical and psychological experts and are supervised by UHS staff.

**Student Health Advisory Board (SHAB)**

*Group Contact:* Kathy Wagner, Health Educator

*Location & Phone:* Health Promotion and Wellness Prevention Services, 109 McCosh 8-5137; [shab.princeton.edu](http://shab.princeton.edu)

*Mission or Purpose:* The Student Health Advisory Board (SHAB) is a student-run organization committed to ensuring student satisfaction and quality of health care at Princeton University. SHAB members advocate for the health and wellness of all students on campus and act as liaisons between students and UHS.

*Contact:* Advisers can contact this group should they experience a concern related to University Health Services. Contact a SHAB member individually or email [shab@princeton.edu](mailto:shab@princeton.edu).

**LGBT (Lesbian Gay Bisexual Transgender) Center****About the Center**

The LGBT Center provides programming, advising, support, and advocacy for lesbian, gay, bisexual, transgender, queer, asexual, intersex, questioning, and ally members of the Princeton University community. Debbie Bazarsky is the Director of the LGBT Center, and Andy Cofino is the LGBT Center Program Coordinator. They provide educational, social, and supportive programming (including the LGBT Peer Education Program), resources and referrals for all issues LGBTQA related, and on-going training sessions and consultation about homophobia, transphobia, gender bias, heterosexism, and other LGBTQA affairs and concerns. To learn more about the LGBT Center, please visit [www.princeton.edu/lgbt](http://www.princeton.edu/lgbt). The LGBT Center is located on the 2nd floor of Frist. The LGBT Center can be reached via 8-1353 or [lgbt@princeton.edu](mailto:lgbt@princeton.edu). Debbie Bazarsky can be reached directly at [bazarsky@princeton.edu](mailto:bazarsky@princeton.edu).

### **Lesbian, Gay, Bisexual and Transgender Peer Education Program**

**Group Contact:** Debbie Bazarsky, LGBT Center Director, and Andy Cofino, LGBT Center Program Coordinator

**Location & Phone:** Office of the Dean of Undergraduate Students, 246 Frist Campus Center, 8-1353, or [www.princeton.edu/lgbt/resources/peered](http://www.princeton.edu/lgbt/resources/peered).

**Mission or Purpose:** The mission of LGBT Peer Educators is to provide one-on-one support and group outreach on issues of sexual orientation and gender identity such as: being lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual; coming out; dealing with parents and roommates; homophobia, transphobia, gender bias, and heterosexism; and being an ally to the LGBTQA community.

**Contact:** Advisers can contact the program for outreach and educational programming. LGBT Peer Educators are assigned to specific colleges, and you can find a list of those who are paired with your college on the website listed above. In addition, an adviser should contact the program if a student needs to connect with the LGBTQA community on campus, or is having trouble with a roommate, parents, or others about coming out.

**Note:** The REP LGBT order-in is mandatory for RCAs. There are also optional group presentations, usually at the beginning of the year around LGBTQA Awareness Week, and through one-on-one peer support.

### **National Coming Out Day**

**National Coming Out Day** is on October 11<sup>th</sup> and in celebration, the LGBT Center will once again be running multi, full-page advertisement in *The Daily Princetonian* on Friday, October 11th, which will list the names of students, faculty, staff, and alumni (both LGBTQA and allies) who acknowledge the importance of coming out of the closet. We invite you to take part in this initiative to foster a supportive and affirming Princeton University community. For more information, visit [www.princeton.edu/lgbt/programs/ncod](http://www.princeton.edu/lgbt/programs/ncod).

### **Undergraduate Student Organizations and Discussion Groups**

**Beyond the Binary** is for students who do not identify as straight and also do not identify as gay or lesbian. If you feel you are straddling the line between both communities or your identity is beyond the binary, this is a discussion group where you can speak with other students about identity, orientation, relationships, and finding community. For more information, contact the LGBT Center at 8-1353 or email [lgbt@princeton.edu](mailto:lgbt@princeton.edu).

**Class of 2017 Group** is for LGBTQA and questioning students. The group meets every Friday over lunch, which is provided. Join us each week for amazing food and great conversation. For more information, contact the LGBT Center at 8-1353 or email [lgbt@princeton.edu](mailto:lgbt@princeton.edu).

**Coming Out Group** is for gay, lesbian, bisexual, trans, queer or questioning students who are seeking to understand how their identity may impact various aspects of their lives. Group members may be contemplating when or how to be more open about their identity, and/or going through the “coming out” process now. The group offers a safe, confidential space in which members can get support and share experiences. Counseling and Psychological Services organizes this group. For more information, contact Dr. Joe Cooper: [jcooper@princeton.edu](mailto:jcooper@princeton.edu) or 8-3285.

**LGBTQ ☆J** is a Jewish LGBTQ social group open to all. Allies and non-Jewish students are welcome. For more information, contact [lgbtq-j@princeton.edu](mailto:lgbtq-j@princeton.edu).

**Princeton Aces** is a confidential discussion group for asexual and questioning students of all sexual orientations and gender identities. For more information, contact the LGBT Center at 8-1353 or email [lgbt@princeton.edu](mailto:lgbt@princeton.edu).

**Princeton Equality Project** is a recognized student organization committed to engaging the Princeton community with the fight for full LGBT equality and aims to empower students to take on these important rights issues. They hold regular meetings and host other special events, including Awareness Week in the fall. For more information, contact [equality@princeton.edu](mailto:equality@princeton.edu).

**The Princeton Pride Alliance** is a recognized student organization dedicated to improving the campus climate for LGBTQA students. They hold regular meetings, sponsor dances, and other special events, such as Pride Week in the spring. The Pride Alliance Office is in 201C Frist and can be reached via [pride@princeton.edu](mailto:pride@princeton.edu).

**Transcending Boundaries** (The Gender Group) is a supportive and confidential place for questioning, genderqueer, and transgender students to discuss topics such as: gender identity, friends & family, transitioning, and navigating campus. For more information, contact the LGBT Center at 8-1353 or email [lgbt@princeton.edu](mailto:lgbt@princeton.edu).

**Queering the Color Line Family Dinner** is a welcoming and supportive space for LGBT students, staff, and faculty of color to meet and hang out. Drop in and have dinner, which is provided. This group currently meets the second Tuesday of the month at 6pm, beginning in October, in Frist Campus Center, Room 243. For more information, contact the LGBT Center at 8-1353 or email [lgbt@princeton.edu](mailto:lgbt@princeton.edu), Carl A. Fields Center, or Women's Center.

**Queer Desi Tigers** is a student group whose mission is to foster community among South Asian LGBT and questioning students on campus, as well as build bridges between the South Asian and LGBT communities. The group meets biweekly to hang out and talk. Please email [lgbt@princeton.edu](mailto:lgbt@princeton.edu) to join or find out more information.

**Questioning and LGBT Athletes** offers confidential meetings over lunch for LGBT and questioning athletes. For more information, as well as meeting time and location, contact the LGBT Center at 8-1353 or email [lgbt@princeton.edu](mailto:lgbt@princeton.edu).

Debbie Bazarsky, director of the LGBT Student Center, provides programming, advising, support, and advocacy for lesbian, gay, bisexual, transgender, intersex, questioning, and ally members of the Princeton University community. Additionally, she provides educational, social, and supportive programming (including the LGBT Peer Education Program), resources and referrals for all issues LGBT related, and on-going training sessions and consultation about homophobia, heterosexism, and other LGBT affairs and concerns.

## McGraw Center

Located on the 3rd floor of Frist, the McGraw Center for Teaching and Learning provides a variety of services for students to enhance their academic achievement at Princeton. Each semester, McGraw offers workshops on a number of academic skills, including: effective reading, problem solving strategies, note-taking, time management, combating procrastination, and preparing for tests and exams. These interactive workshops are designed expressly for Princeton students and Princeton demands.

Students can also work one-on-one with a McGraw Learning Consultant. These trained peer mentors use their experience as Princeton undergraduates to work with students on improving academic performance. At the invitation of an RCA, the consultants can also visit zee groups and provide a program during a study break (Please see the attached guidelines). For a schedule of workshops or to learn more about the learning consultant program, stop by the center or go to: [www.princeton.edu/mcgraw](http://www.princeton.edu/mcgraw).

RCAs advising a zee with academic concerns or difficulties may want to speak with Nic Voge, Associate Director of the McGraw Center, about ideas, strategies, and resources that could be useful in that student's particular situation.

#### McGraw Study Halls @ Frist

Free group tutoring in introductory-level statistics, mathematics, chemistry, physics, and economics is offered through the McGraw Study Hall @ Frist, located directly outside of the McGraw Center on the 300-level of the Frist Campus Center. Experienced, trained undergraduate tutors are available to guide students through learning course material, thinking through problem sets and preparing for exams. Study Hall is open Sunday through Wednesday evenings from 7:30-10:30. No appointments are necessary.

#### Review Sessions

McGraw offers a limited slate of weekly review sessions (general and organic chemistry and sometimes physics) which focus on developing problem-solving skills. Certain courses (particularly those in math, science, and engineering) offer their own review sessions; students should inquire of the instructor as to whether there is a review session for the course. Also, the School of Engineering and Applied Sciences offers some review sessions for courses typically taken by engineers; students should contact the SEAS for specific information.

Additional, up to the minute, information about this and other programming can be found on the McGraw Center website, our blog and email newsletter.

### **Ombuds Office**

The University Ombuds Office is an informal, confidential, neutral place that assists students, faculty, and staff by promptly and fairly responding to problems that arise in the University. By providing options for resolution and by serving as a mediator or negotiator between disputants, the Ombuds Office provides an informal alternative to existing University problem-solving services and procedures. Communications with the Ombuds office are confidential and do not constitute formal legal notice.

For more information on the OMBUDS Office, visit [www.princeton.edu/ombuds/](http://www.princeton.edu/ombuds/) or call 8-1775. The University Ombuds Officer is Wokie Nwabueze.

## Pace Center for Civic Engagement

The mission of the Pace Center is to make civic engagement a part of every Princeton student's experience, upholding the University's informal motto, "in the nation's service and in the service of all nations." The center supports collaborative partnerships between students and Princeton's local and global communities with the goal to develop public leaders dedicated to addressing societal challenges. Through on-site educational experiences, students learn to address critical public issues such as education and the achievement gap, community development, criminal justice and prison reform, health, housing, food security, and the environment. The center works with students in a variety of ways, including support for their current civic engagement activities and help in identifying existing opportunities for involvement, as well as providing a forum for new student groups related to civic engagement. Programs offered by the center provide a variety of channels through which students can explore their civic interests and continue to develop their leadership skills. These channels include pre-orientation community immersion (Community Action); direct volunteer service and teaching and tutoring (Community House and Student Volunteers Council); civic action break trips (Breakout Princeton); social entrepreneurship; public service internships (Princeton Internships in Civic Service and Guggenheim internships in criminal justice); post-graduate public service fellowships (High Meadows Environmental and Puttkammer Prisoner Reentry); and 40+ independently organized civic engagement-focused student groups.

The director of the Pace Center is Kimberly de los Santos. The Pace Center has offices on the 2<sup>nd</sup> floor of the Frist Campus Center and on the 3<sup>rd</sup> floor of the Carl A. Fields Center at 58 Prospect St. You can find out more about the Pace Center at <http://pace.princeton.edu>, or contact the Pace Center at [pace@princeton.edu](mailto:pace@princeton.edu), 609-258-7260.

## Public Safety

The Department of Public Safety is the primary department at the University charged with creating a safe and secure environment. This task, however, is not one they can accomplish alone. Crime prevention, risk identification, and problem solving are the responsibilities of everyone. Public Safety asks that you join them in these efforts by making sure that your zees are fully aware that such efforts are on their behalf, and that the department's primary focus is on their safety, health and well-being. In particular, remind zees of their obligation to fully cooperate and be honest with Public Safety. As part of this obligation, students are required to present their university identification to a Public Safety officer when asked.

For any fire, police or medical emergency, call the department immediately. *Call 911 or 8-3333* from any campus phone or press the red button on any blue light emergency phone. Day-to-day DPS contact information is as follows:

24 hour Communications Desk	258-1000
ALERT hotline: dial UCALL (8-2255),	press ALERT, press 1, listen
Fire Marshal	258-6805
Princeton Police	924-2100

## Office of Religious Life

The Deans of Religious Life are committed to creating and supporting opportunities for all University-recognized religious groups to express and nurture their faith. The deans are also responsible for ecumenical Christian worship in the Chapel and the three University interfaith services held each year. They work in association with the various denominational and non-denominational chaplaincies, as well as student religious organizations. RCAs should remember that the Deans of Religious Life are available to members of the University community for conversation and personal support.

The following religious organizations are represented by campus ministers: Aquinas Institute (Roman Catholic), B'nai B'rith Hillel Foundation (Jewish), Concordia Society (Lutheran), Episcopal Church at Princeton, Unitarian Universalist Campus Community, Orthodox Christian Fellowship, Southern Baptist Chaplaincy, Wesley Foundation (Methodist), Westminster Foundation (Presbyterian), Princeton Evangelical Fellowship, Agape Christian Fellowship (Campus Crusade for Christ), and Manna Christian Fellowship. Student organizations on campus include the Muslim Students Association, Yavneh, Seventh-Day Adventists, Baha'i Club, Athletes in Action, Hindu Students Council, Buddhist Students Group, Christian Science Organization, and Latter-Day Saints. The website of the Office of Religious Life ([www.princeton.edu/religiouslife](http://www.princeton.edu/religiouslife)) has links to the organizations and faith groups listed above.

The deans in the Office of Religious Life include: Dean of Religious Life, Rev. Alison Boden, Associate Dean, Rev. Deborah K. Blanks, Associate Dean Matt Weiner, as well as Vineet Chandler, coordinator for Hindu Life, and Sohaib Sultan, coordinator for Muslim Life. They are all located in Murray-Dodge Hall and can be reached via [orl@princeton.edu](mailto:orl@princeton.edu). Also a part of the Office of Religious Life, the Center for Jewish Life at 70 Washington Road is where you will find the rabbi and the support staff for Jewish activities and worship. Aquinas House, the center for the Roman Catholic chaplaincy, is located at 65 Stockton Street. The Chapel Music Office is located downstairs in the Chapel.

### *Religious Life Council*

The Religious Life Council is comprised of undergraduate and graduate students who provide visibility for the strength and diversity of religious life on campus, as well as valuable educational resources for the university community. More information on the council can be found at [www.rlc.princeton.edu/](http://www.rlc.princeton.edu/)

## **Sexual Harassment/Assault Advising, Resources & Education**

The Sexual Harassment/Assault Advising, Resources & Education (SHARE) office is a victim-centered, confidential resource on campus for the Princeton University community.

SHARE provides crisis response, support, advocacy, education, and referral services to those who are dealing with incidents of power-based personal violence including: sexual harassment, sexual assault, dating/domestic violence, and stalking. The following services are available to student victims/survivors and co-survivors (RCAs, roommates, friends, dating partners):

- Individual, short-term counseling
- Confidential consultations on disciplinary and legal options
- Campus-wide education
- Referral to community-based support services

Talking with a SHARE counselor does not constitute making a report or formal complaint.

All consultations are private and confidential and do not commit the individual to any further action.

*Contact:* Jackie Deitch-Stackhouse

*Location & Phone:* SHARE office, 217 University Health Services/McCosh Health Services Building, 8-1898

**share.princeton.edu**

### **Sexual Harassment/Assault Advising, Resources & Education (SHARE) Peers**

*Mission or Purpose:* SHARE Peers serve as spokespersons, student mentors, and referral agents for the SHARE office. The SHARE Peers plan activities, programs, and events to raise awareness on campus about sexual harassment, sexual assault, domestic/dating violence, and stalking. The SHARE Peers also provide workshops and programming to empower students with healthy relationship skills and to promote active bystander behavior..

*Contact:* Advisers can contact the SHARE Peers as an educational measure for the prevention of incidents of power-based personal violence, or to get a student connected with a SHARE counselor.

*Format:* Flexible, including but not limited

- One-on-one peer support, consultation, and access to SHARE counselor
- Workshops (Stand Up: Bystander Intervention)
- Co-Sponsoring Lectures

*Hours and Appointments:* Open 8:45 a.m. - 4:45 p.m. Mon. - Fri. Call 8-3310 or come in (Room 217/214C of McCosh Health Center) to make an appointment.

For after-hour emergencies, call the Infirmary at 8-3139

## Women's Center

The Princeton University Women's Center is located on the second floor of the Frist Campus Center in room 243. Founded in 1971 by recently admitted women students, the Center is a vibrant source of programming and support for all members of the university community. The Center is a safe space for women of all races, ethnicities, nationalities, sexual orientations, religions, socio-economic classes, and abilities. The Center also brings together students who have interests, questions, and ideas about gender and the role it plays in our society and our daily lives, and connect them with other students, faculty, staff, and alumni. The Women's Center lounge, library, and conference room are available to Princeton students and community members for meetings or just "hanging out." The Center and its full-time director, Amada Sandoval, provide support services in the form of discussion groups and workshops on gender issues and personal identity development, individual counseling, and advocacy. Annual programs include the Women's Mentorship Program for undergraduates, faculty lunch discussion series, Princeton Women's Alumnae Connection events, and regular study breaks, to name a few. Stop by for a cup of tea and meet our friendly student interns and staff assistant Jen Miller. Center Director Amada Sandoval can be reached via 8-5565 or [sandoval@princeton.edu](mailto:sandoval@princeton.edu).

For more information on the Women's Center, visit [www.princeton.edu/womenscenter](http://www.princeton.edu/womenscenter).

## Writing Center

Located in Whitman College, the Writing Center offers students free, one-on-one tutoring sessions with experienced fellow writers trained to consult on assignments in any discipline. Tutors can help with any part of the writing process, from getting started to developing a thesis, structuring an argument, or revising a draft. While the Writing Center is not an editing or proofreading service, tutors can help students learn strategies for improving sentences and checking mechanics.

To make an appointment or to look up drop-in hours, students should visit [www.princeton.edu/writing/appt](http://www.princeton.edu/writing/appt). Good writing is the result of strategic revising. Please encourage your zees to visit the Writing Center at any stage in their writing projects.