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Junior
Zach
Finley



Sophomore
Kareem
Maddox



Junior
Marcus
Schroeder

Princeton University

Princeton's main campus covers 500 acres, and its more than 160 buildings exemplify a wealth of architectural styles, ranging from colonial buildings to collegiate Gothic dormitories to modern structures by eminent architects.

Coeducational since 1969 (women comprise about 45% of an average freshman class), Princeton enrolls approximately 7,200 students (4,900 undergraduates/2,300 graduate students). Coming from all 50 states and from more than 70 foreign countries, Princeton students are an unusually talented and diverse group that represents many economic, ethnic, social, cultural and religious backgrounds. Minority students usually make up 25-30% of freshman classes.

Students are apt to choose Princeton for the strength of its academic program, its relatively small size combined with the resources of a major research university and the personal attention its undergraduates enjoy. Men and women who seek a quality education in the liberal arts, architecture, engineering or public and international affairs will discover that Princeton has much to offer.

Princeton offers an abundance of extraordinary resources, including a library system

that holds almost five million books and almost 35,000 current journals and periodicals—nearly all on accessible open-stack shelving; an art museum that exhibits works from its own and other outstanding collections, complementing courses in art and archaeology; a natural history museum; a computing center and clusters of microcomputers throughout the campus; and outstanding recreational and athletic facilities.

Beyond the University's historic campus is the town of Princeton, a community of 30,000 people and the home of the Institute for Advanced Study (where Albert Einstein spent the last 22 years of his life), Princeton Theological Seminary and Westminster Choir College of Rider.

Princeton sits halfway between New York and Philadelphia (approximately 50 miles from each) and is easily accessible by car, bus or train.

Degrees

Princeton offers two undergraduate degrees: the bachelor of arts (A.B.) degree and the bachelor of science in engineering (B.S.E.) degree. Within these degree programs, students can choose from among 1,300 courses offered by 34 departments and numerous certificate

programs. Students may participate in one or more interdisciplinary programs in addition to concentrating in a department. Students may also apply for an independent concentration outside existing programs. Undergraduates are admitted to the University and not to a particular department or interdepartmental program and have until the second term of their sophomore year to choose a departmental major.

Bachelor of Arts

Undergraduates in the A.B. program must successfully complete one or two courses, as indicated, in the following seven distribution areas: epistemology and cognition (1), ethical thought and moral values (1), historical analysis (1), literature and the arts (2), quantitative reasoning (1), social analysis (2), and science and technology-with laboratory (2). They must also meet a one-term writing requirement and demonstrate proficiency in a foreign language.

Freshmen, sophomores, and juniors usually enroll in four courses during each of the two terms of the academic year; seniors usually carry three courses each term. With the exception of students who receive advanced standing, all A.B. students must successfully complete a minimum of 30 courses in eight terms of study. Departmental requirements combine upper-level courses with independent work in both the junior and senior years. A senior thesis is required of all A.B. candidates.

Bachelor of Science in Engineering

B.S.E. students enroll in four courses for the first term of the freshman year and four or five courses each succeeding term, following a sequence appropriate to their individual programs. The school requirement for the B.S.E. degree is at least 36 courses in the four years of study.

B.S.E. students must complete a minimum of seven courses in the humanities and social sciences. B.S.E. students are required to take one course in four of the following six areas: epistemology and cognition, ethical thought and moral values, foreign language, historical analysis, literature and the arts, and social analysis. The remaining three required courses and additional courses may be taken in any fields in the social sciences and humanities. The ability to write English clearly and precisely is a University requirement that must be satisfied by completing a one-semester course that fulfills the writing requirement.

A.B. Departments

- Anthropology
- Architecture
- Art and Archaeology
- Astrophysical Sciences
- Chemistry
- Classics
- Comparative Literature
- Computer Science
- East Asian Studies
- Ecology and Evol. Biology
- Economics
- English
- Geosciences
- Germanic Languages and Lit.
- History
- Mathematics
- Molecular Biology
- Music
- Near Eastern Studies
- Philosophy
- Physics
- Politics
- Psychology
- Religion
- Romance Languages and Lit.

- Slavic Languages and Lit.
- Sociology
- Woodrow Wilson School of Public and Int'l Affairs

B.S.E. Departments

- Chemical Engineering
- Civil and Envir. Engineering
- Computer Science
- Electrical Engineering
- Mech. and Aerospace Eng.
- Operations Research and Financial Engineering

Certificate Programs

- African Studies
- African-American Studies
- American Studies
- Applications of Computing
- Applied and Computational Mathematics
- Architecture and Engineering
- Biophysics

- East Asian Studies
- Engineering and Management Systems
- Engineering Biology
- Engineering Physics
- Environmental Studies
- European Cultural Studies
- Finance
- Geological Engineering
- Hellenic Studies
- Jewish Studies
- Language and Culture
- Latin American Studies
- Linguistics
- Materials Science and Eng.
- Medieval Studies
- Musical Performance
- Near Eastern Studies
- Robotics and Intelligent Sys.
- Russian Studies
- Teacher Preparation
- Theater and Dance
- Visual Arts
- Study of Women and Gender
- Woodrow Wilson School of Public and Int'l Affairs

The Honor Code

Examinations at Princeton are not proctored by faculty members. At the end of each exam, students sign a pledge indicating that they have abided by the principles of the honor code, which was first adopted by undergraduates at Princeton in 1893.

Independent Work

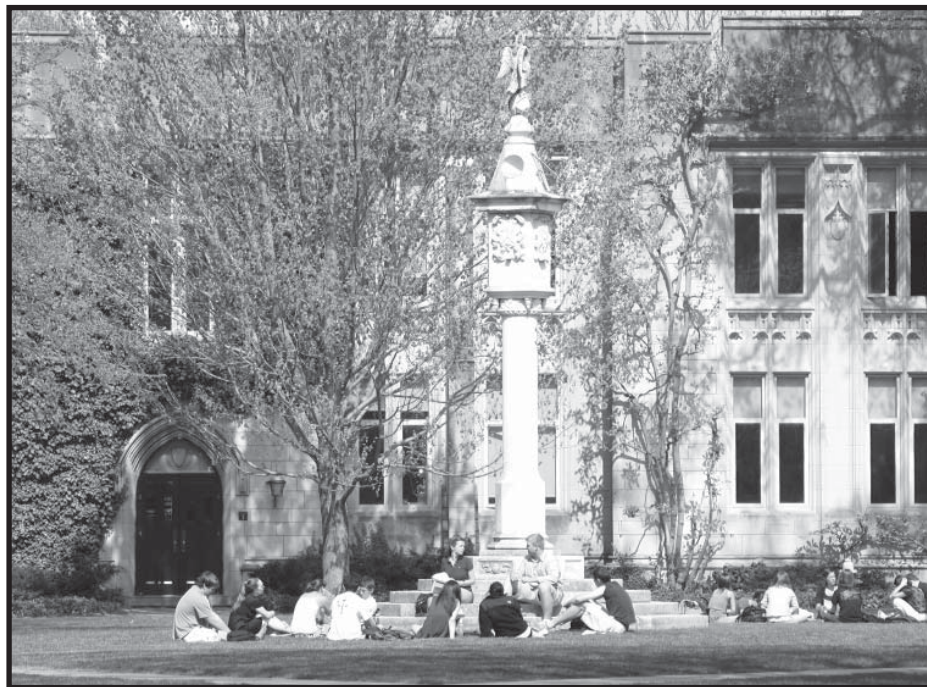
Independent work is an essential part of a Princeton education; it is required for all students in the A.B. program and for many in the B.S.E. program. Juniors, in consultation with faculty advisers, research and write one or more long papers; seniors undertake thesis projects that may be research papers or something more innovative, such as a musical composition, a collection of poems, a scientific experiment, a group of paintings or the production of a play.

Campus and Residential Life

Princeton undergraduates live on campus, and campus housing is guaranteed for the full four years. All freshmen and sophomores at Princeton live and dine in six residential colleges: Butler, Forbes, Mathey, Rockefeller, Whitman and Wilson College. Each college consists of a cluster of dormitories (housing between 450 and 500 students) and has its own dining rooms, lounges, seminar and study rooms, computing facilities, game and television rooms and, in some cases, theaters and other spaces for the creative and performing arts. The colleges sponsor programs and special events, including intramural athletics, trips, dances, lectures and films.

A senior faculty member serves as master of each college. Each also has a staff that includes a dean, a director of studies responsible for academic advising, a college administrator, two assistant masters, a resident faculty member, faculty fellows, about a dozen juniors and seniors who serve as resident advisers and three juniors and seniors who serve as minority affairs advisers.

Approximately 75% of juniors and seniors take their meals at one of 12 historic, coeducational eating clubs, which also offer social, athletic and recreational programs. Other juniors and seniors cook their own meals in dormitory kitchens or off-campus apartments, dine in the residential colleges or join Stevenson Hall, a



dining and social facility that, like the residential colleges, has a staff and faculty fellows and plans social and cultural activities.

Computing and Information Technology

Princeton students are given access to a varied and powerful computing environment supported by the Office of Computing and Information Technology (OIT). The cornerstone of student computing is Dormnet, a fiber-optic-based network that brings a high-speed data connection into every undergraduate dorm room on campus. In the last academic year, 95% of first-year students took advantage of this subscription-based connection to campus and Internet resources, with computers purchased through Princeton or brought from home.

In addition to accessing computing resources from their rooms, students can use any of more than 300 workstations and numerous high-quality printers in the two dozen OIT-supported computing clusters around campus. The campus clusters contain a mix of Windows-based Intel computers, Unix workstations, and Apple Macintoshes. Software on cluster computers includes basic productivity tools such as word processors, information access tools used to explore the World Wide Web and the Internet, special software needed for the many classes in which computing is integral to learning, and sophisticated programs for use in research.

Each student is given a NetID, an identifier that enables the use of e-mail as well as allow-

ing access to powerful Unix computer servers (currently four Sun Ultra 2 servers and three Silicon Graphics Origin 200 systems) and to the large-scale IBM mainframe computer on campus (an IBM 9672-RC 4 system running VM/CMS and MVS). Students also have access to specialized resources and online library systems. All of these resources are available over the campus network. Princeton is fully connected to the Internet with multiple high-speed services allowing students to take full advantage of the wide range of resources, such as the World Wide Web, made available through this global network.

Additional OIT services include computer-based training and support in the use of selected software packages, maintenance of the University language resource center and video library, and support for instructional technologies in classrooms and over the campus network. Beginning in 1999 a set of specialized clusters around campus provides students with access to very high bandwidth resources for use in language and other courses. There is also wireless internet access throughout campus.

OIT provides a number of information access servers, including World Wide Web and Usenet News servers. Students can have their own Web pages delivered to the Internet via high-speed OIT-supported servers. A CGI server allows students to write programs that can be accessed and executed over the World Wide Web.

Foreign language and educational programming and selected cable TV channels are broadcast over the campus network to dorm rooms on a subscription basis, public viewing rooms, classrooms, and the language lab.

Seniors' Plans

There were 1,120 graduates in the Class of 2008. Approximately 98 percent of the class (1,099 students) completed the annual Career Plans Survey in May, conducted by the Office of Career Services.

Sixty-nine percent of the respondents plan to enter the workforce in the coming year. Approximately 17 percent of those planning employment accepted positions in extended internships that involve teaching, legal research, health and clinical research, scientific research, and/or service in domestic and international settings for a period of one to two years.

Of the 19.2 percent who plan to pursue further education, 23.3 percent accepted admission into doctoral programs, and 24.7 percent enrolled in master's programs; 21 percent accepted admission into medical school and 17.7 percent into law school. An additional 20 students were accepted into graduate and professional programs but chose to defer enrollment for at least one year to pursue internships, fellowships, and employment.

The remaining 10.3 percent of the class followed other pursuits, including military service, professional sports, and travel.

Alumni

Princeton alumni contribute extensively to the life of the campus, with approximately 18,000 to 20,000 alumni and their families returning annually for Reunions.

There are approximately 81,600 living Princeton alumni, including 20,876 women and 22,591 Graduate School alumni. Princeton graduates live in all 50 states and 117 countries.

In a typical year, some 10,000 to 12,000 volunteers work for Princeton in class and regional association activities, fundraising, programs in the local schools, a career network and internship program, and community service. Many serve in University advisory and leadership roles. Currently, there are 165 Princeton regional associations throughout the world.



The historic and picturesque Firestone Library has shelving that extends 70 miles.

The Town of Princeton

Beyond Princeton University are the communities of Princeton Borough and Princeton Township, with a combined population of 30,000 people. Princeton's earliest inhabitants were Quakers, encouraged by William Penn to settle the area he had purchased in 1693.

A short walk around Princeton reveals streets named for these first families — FitzRandolph, Olden, Stockton. The Historical Society of Princeton, located in the colonial Bainbridge House, two blocks from the University's main gate, offers information on the town's early years. Princeton conscientiously preserves many of its historically and architecturally important buildings, making the town an unofficial museum of American architecture from colonial times to the present.

Within this historic setting, institutions and individuals, including many writers, artists,

scientists and business executives, create an intellectual and cultural climate of unusual diversity. In addition to the University, Princeton is the home of the Institute for Advanced Study (where Albert Einstein spent the last 22 years of his life), Princeton Theological Seminary, Westminster Choir College of Rider University and Educational Testing Service. Cultural activities approach the variety ordinarily found in large cities; the town supports a resident repertory theater, several orchestras, a ballet troupe, several choral groups and an opera festival.

Although the Princeton community is small and suburban, it is far from isolated. Besides being easily accessible to both New York City and Philadelphia, Princeton also frequently plays host to traveling art shows, dance and musical groups and solo performers by virtue of its convenient location along the Boston/Washington, D.C., corridor.



Nassau Hall, one of the University's most prominent buildings and the site of Commencement

Princeton University Timeline

1746 – Princeton University is chartered as the College of New Jersey in Newark. The fourth university in the colonies, it is the first to guarantee equal access to any person regardless of religion.

1756 – The College of New Jersey is moved from Newark to Princeton and housed entirely in Nassau Hall.

1776 – Benjamin Rush, Class of 1760, Richard Stockton, Class of 1748, and University President John Witherspoon sign the Declaration of Independence.

1777 – George Washington leads the Continental Army to victory at the Battle of Princeton. Nassau Hall survives despite being ravaged by the British.

1783 – After the colonies gain independence, Nassau Hall serves as the home of the Continental Congress.

1809 – James Madison, Class of 1771, is inaugurated as the fourth president of the United States.

1826 – The Alumni Association of Nassau Hall is organized with James Madison as president.

1861 – On the eve of the Civil War, the University honorably excuses 56 Southern students.

1867 – A University team wears orange and black for the first time as the baseball team takes on Yale.

1877 – Witherspoon Hall, the first dormitory in the United States with indoor plumbing, opens.

1879 – The thesis by James F. Williamson, Class of 1877, is submitted for the University's first earned Ph.D.

1893 – Acting on students' recommendation, the faculty adopts the honor system.

1896 – The trustees change the name from the College of New Jersey to Princeton University.

1912 – Woodrow Wilson, Class of 1879, is elected the 28th United States president.

1947 – The University celebrates its bicentennial as President Truman leads an academic procession of 1,000.

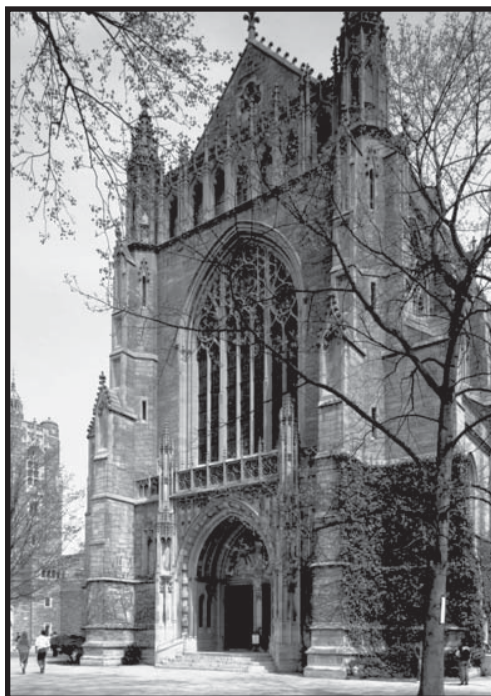
1968 – Plans to install an IBM System 360/91 computer at Princeton are revealed. It is 50 times slower than a 2004 PC.

1969 – By a vote of 24-8 the trustees approve undergraduate coeducation. In September 1971 women begin the school year.

1969 – Pete Conrad, Class of 1953, becomes the third man to walk on the moon. He plants a Princeton flag on the surface.

1996 – Princeton celebrates its 250th anniversary.

2001 – Shirley Tilghman becomes Princeton's first female president.



Gary Walters

DIRECTOR OF ATHLETICS

Gary D. Walters, who in a five-decade career as a student-athlete, coach, administrator and NCAA leader has established his voice as one of the most respected in college athletics, is in his 15th year as Director of Athletics at Princeton University. He recently earned the 2008 Northeast Region Athletic Director of the Year honor from the National Association of Collegiate Directors of Athletics.

Walters oversees an athletic department that has won 153 Ivy League championships in his first 14 years, a total that is 54 more than the next highest Ivy school during that time. In addition to Princeton's success during his tenure, Walters recently completed a five-year run on the NCAA Division I men's basketball committee and spent the 2006-07 academic year as the committee chair.

Walters is a 1967 Princeton graduate who played point guard on the Tigers' 1965 NCAA Final Four men's basketball team, making him one of just two men who have played in the Final Four and gone on to be chair of the Division I committee. A three-year starter as a point guard on Princeton's basketball team, Walters was featured with teammate Chris Thomforde, now the president of Moravian College, on the cover of Sports Illustrated in February 1967 while leading that year's team to a 25-3 record, an NCAA tournament berth and a fifth-place finish in the national polls.

As chair of the committee in 2007, he oversaw an NCAA tournament that had all four No. 1 seeds and three of four No. 2 seeds reach the Elite Eight and three No. 1 seeds and a No. 2 seed reach the Final.

His national basketball work also included serving on the College Basketball Partnership, an initiative of NCAA president Myles Brand that was led by and featured major Division I coaches, administrators, and stakeholders.

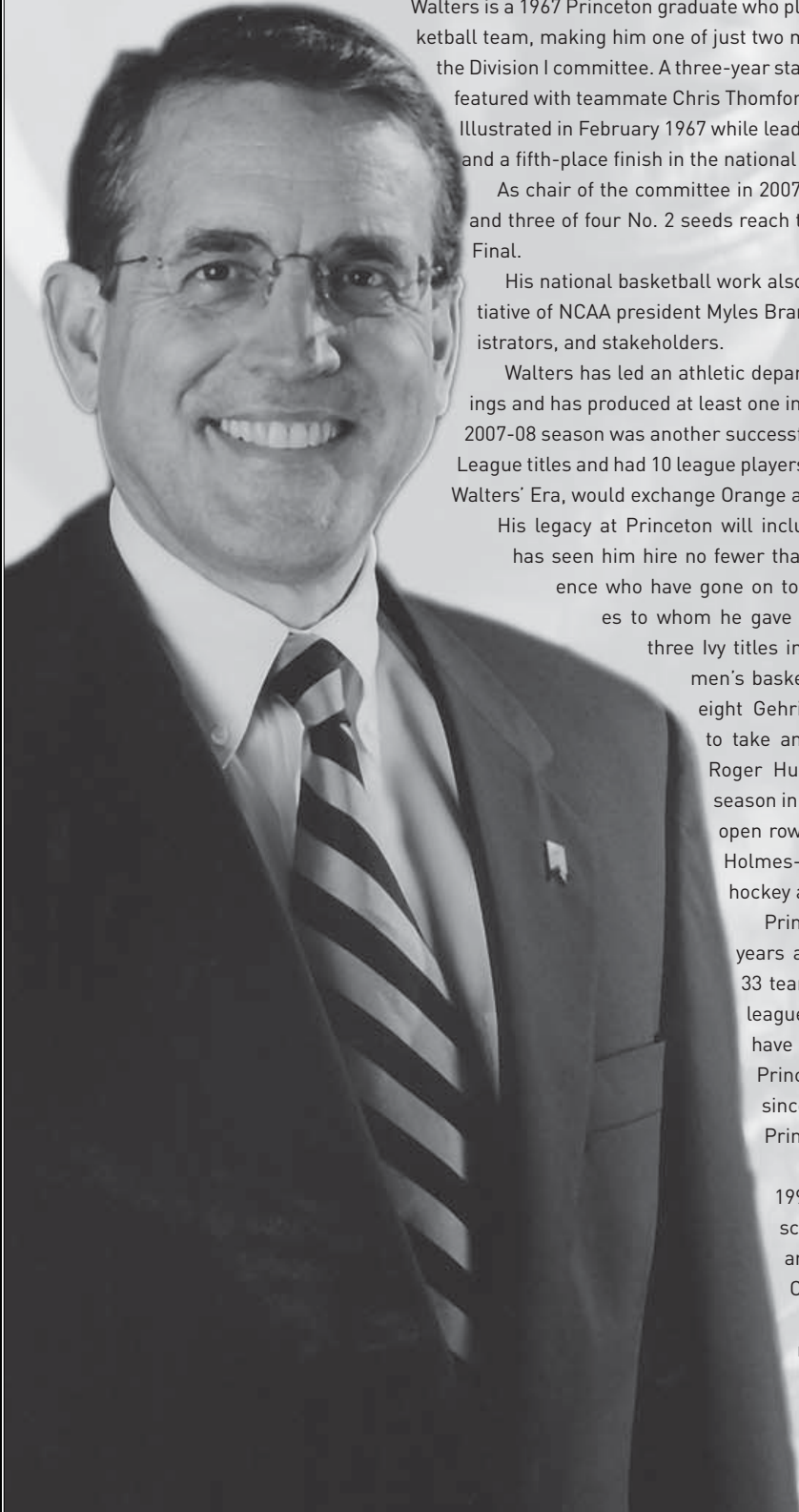
Walters has led an athletic department that has won the Ivy League's unofficial all-sports standings and has produced at least one individual team or national champion every year of his tenure. The 2007-08 season was another successful one under Walters; Princeton won an Ivy League-best nine Ivy League titles and had 10 league players of the year. Several student-athletes, both current and former in Walters' Era, would exchange Orange and Black for their national colors in the 2008 Summer Olympics.

His legacy at Princeton will include his ability to identify young head coaching talent, one that has seen him hire no fewer than 14 coaches with no previous Division I head coaching experience who have gone on to win Ivy League or national championships. Among the coaches to whom he gave a first Division I opportunity are John Thompson III, who won three Ivy titles in four years at Princeton before taking Georgetown to the 2007 men's basketball Final Four; Scott Bradley, who has won five Ivy titles and eight Gehrig Division titles in baseball; Julie Shackford, the only coach to take an Ivy League school to the NCAA women's soccer Final Four; Roger Hughes, who led Princeton's football team to its first nine-win season in 40 years; Lori Dauphny, architect of the most dominant women's open rowing boat in the history of the NCAA championships; and Kristin Holmes-Winn and Maureen Barron, who won four Ivy titles each in field hockey and softball.

Princeton teams have won 24 national championships in his first 14 years as director of athletics. During that time Princeton has fielded 33 teams in Ivy League sports, and 31 of those have won at least one league championship. In addition, 35 of the 38 Princeton varsity teams have played in postseason championship competition. A total of six Princeton teams have competed in the NCAA Final Four of their sport since he became AD, including four in the calendar year of 2004, tying Princeton with UCLA and Stanford for the most in Division I.

Princeton also finished in the Top 25 in the Directors' Cup in 1996, 1998, 2001 and 2002, making Princeton the only non-scholarship school ever to do so. Princeton is the highest-finishing non-scholarship school every year but two in the history of the Directors' Cup.

In addition to this on-field success, Walters has overseen a nearly complete renovation of athletic facilities, most notably the demolition of Palmer Stadium and the building of Powers Field at Princeton Stadium and Weaver Track and Field Stadium in its place. Other projects have included the construction of the Class of 1952 Stadium, the new squash courts in Jadwin Gym, the addition of 16 locker rooms to the Caldwell Field House,



the renovation and expansion of the boathouse to the Shea Rowing Center, and aesthetic improvements to both Baker Rink and DeNunzio Pool. The most current project is the building of the \$14 million Myslik Field at Roberts Stadium, a state-of-the-art soccer stadium that opens this fall.

Walters' dynamic leadership has been acclaimed and nationally profiled in such journals as Sports Illustrated, Sports Business Journal, Athletic Management, The New York Times Magazine, Wall Street Journal and Athletic Business Magazine.

Walters is a believer in the philosophy of character-based coaching and the role that intercollegiate athletics, properly administered, plays in contributing to a student-athlete's holistic education. Toward that end, he created the Princeton Academic Athletic Fellows program, which links academic, athletic and social pursuits by identifying faculty members and administrators to serve in support roles for each team. Walters also created the Princeton Varsity Club, a unique support group geared toward providing broad-based assistance for the Tigers' 38 intercollegiate teams while stressing the ideals of performance, values and community. The PVC's Board of Directors is comprised of some of the most respected names in the Princeton athletic family, and among its other endeavors has been a speaker series that began with an address at Princeton by NCAA president Brand.

Walters has spearheaded and implemented a gender-neutral compensation structure for coaches and has overseen the development of the University's Office of Athletic Communications and Office of Athletic Relations. Among his other projects have been the planning and organization of the 1996-97 Faculty Symposia on Athletics and the development of the Varsity Student-Athlete Advisory Committee.

He has also seen four members of his administrative staff become Directors of Athletics, most recently Jim McLaughlin at Union in 2005. Former senior associate athletic director Jamie Zaninovich was named West Coast Conference Commissioner during the spring of 2008.

Walters has served as the chairman of the Ivy Committee on Administration and is an ethics fellow for the Institute of International Sport, an organization that in September 2007 named him as one of the "100 Most Influential Sports Educators in America." He was recently named to the advisory board for the Center for the Study of Sport in Society at Northeastern.

Walters became the youngest head basketball coach in NCAA history in 1970, when he took over the duties at Middlebury College. He then spent three years as head coach at Union College (where he coached former Tiger head basketball coach Bill Carmody) before returning to Princeton as an assistant coach in 1973. Walters also served as head coach at both Dartmouth College - where he was named New England Coach of the Year in 1976 - and Providence College. In 1980 Walters was selected to coach at the U.S. Olympic Trials. He also served as a color analyst on Big East men's basketball telecasts.

He joined Kidder, Peabody & Co. in 1981 as an investment representative. He left as a senior vice president and partner in 1990 to become senior partner of Woolf Associates Sports Management in Boston, and he then became managing director of Seaward Management, an investment advisory firm, in 1992. He was a three-year participant in the executive education program sponsored by the Securities Industry Association conducted at the Wharton School of Business. While at Kidder he served for three years, one as chair, on the New England NASD district business conduct committee, the regulatory body responsible for enforcing security regulations in over-the-counter markets.

Walters, who played high school basketball at Reading (Pa.) High under longtime Princeton coach Pete Carril, helped Princeton to two Ivy League titles and the 1965 NCAA Final Four. He was a first-team All-Ivy League selection and received the team's B.F. Bunn Trophy, "awarded to that member of the varsity team who through sportsmanship, play and influence has contributed most to the sport at Princeton."

Academically, Walters graduated from Princeton in 1967 with a BA degree in Psychology. As an undergraduate he co-authored, with Psychology professors Marvin Karlins and Thomas Coffman, a study entitled "On the Fading of Social Stereotypes: Studies in Three Generations of College Students," which was published in the Journal of Personality and Social Psychology in 1969. This study has become widely cited in social psychology research as being a part of the "Princeton Trilogy," sequential studies that focused on ethnic stereotyping.

Walters and his wife, Susan, have three children: Liza, Nick and Matt. Liza graduated from Brown in 2003, while Nick graduated from Princeton in 2005. Matt is currently in the Class of 2011 at Union College.



Gary Walters '67, third from right, stands with his Princeton basketball teammates, including Bill Bradley '65, fifth from left, for the dedication of a plaque honoring their late coach, Butch Van Breda Kolff, during the 2007-08 season.

Shirley Tilghman

UNIVERSITY PRESIDENT

Shirley M. Tilghman, the nineteenth president of Princeton University, assumed office on June 15, 2001. She was appointed to the faculty of Princeton's Department of Molecular Biology in 1986 as the Howard A. Prior Professor of the Life Sciences. Two years later, she was named an investigator of the Howard Hughes Medical Institute. She chaired the University's Council on Science and Technology from 1993-2000, and served from 1998 to 2003 as founding director of Princeton's multi-disciplinary Lewis-Sigler Institute for Integrative Genomics. In 1996 she received a University President's Award for Distinguished Teaching.

President Tilghman, a native of Canada, received her Honors B.Sc. in chemistry from Queen's University in Kingston, Ontario, in 1968. After two years of secondary school teaching in Sierra Leone, West Africa, she obtained her Ph.D. in biochemistry from Temple University. She did postdoctoral studies at the National Institutes of Health, participating in cloning the first mammalian gene, and has served as an independent investigator at the Institute for Cancer Research in Philadelphia and an adjunct associate professor of human genetics and biochemistry and biophysics at the University of Pennsylvania.

A member of the National Research Council's committee that set the blueprint for the United States effort in the Human Genome Project, she also was one of the founding members of the National Advisory Council of the Human Genome Project Initiative for the National Institutes of Health. She has played a national leadership role on behalf of women in science and has promoted efforts to make the early careers of young scientists as meaningful and productive as possible.

President Tilghman is a member of the American Philosophical Society, the National Academy of Sciences, the Institute of Medicine, and the Royal Society of London. She currently serves as a trustee of the Jackson Laboratory, the Carnegie Endowment for International Peace and is a director of Google Inc.

President Tilghman has two children, one of whom, Rebecca, graduated from Princeton in the Class of 2003.



Princeton University President Shirley Tilghman blended in with the Jadwin Jungle for a visit last season.

NCAA Tournament 1952, 1955, 1960, 1961, 1963, 1964, 1965 Final Four, 1967, 1969, 1976, 1977, 1981...

13 NCAA Tournament Victories



Janet Smith Dickerson
V.P. FOR CAMPUS LIFE

Janet Smith Dickerson, vice president for campus life at Princeton University, has oversight responsibility for undergraduate campus life, including the Office of Religious Life, the Department of Athletics, Princeton University Health Services, and the Office of the Dean of Undergraduate Students (which is responsible for matters relating to the conduct and discipline of undergraduates, as well as extracurricular activities), Frist Campus Center, and the Center for Community Service. Vice President Dickerson works closely with the dean of the college in matters related to the residential colleges and with the dean of the graduate school on specific issues of concern to graduate students. She is a member of the President's Cabinet and serves as secretary for the Student Life, Health and Athletics Committee of the Board of Trustees. She also is a member of the Committee on Examinations and Standings and the Council of Masters.

Before coming to Princeton, Vice President Dickerson served as vice president for student affairs at Duke University for nine years. She was dean of the college at Swarthmore College from 1981-1991, and associate dean and director of Academic Support Programs from 1976-1981.

Vice President Dickerson received a B.A. in English from the Western College for Women in Oxford, Ohio (now Miami University), and an M.Ed. from Xavier University in Cincinnati. She did advanced graduate study in counseling psychology at the University of Pennsylvania and received honorary degrees from Xavier and Swarthmore.

She currently serves on the Board of Trustees of the Princeton-Blairstown Center and McCarter Theatre and is an honorary member of the Class of 1965. She is married and has three daughters.



Diane McKay
ASSISTANT DEAN

Diane McKay is a first-year Assistant Dean of the College who serves as facilitator for conversations between the Office of the Dean of the College, the Department of Athletics, and the Registrar's office about student athlete academic performance. Under the direction of the University's faculty athletic representative and in cooperation with compliance coordinators in athletics, she serves as the athletic eligibility officer and as an advisor to the Ivy League on cases of fifth-year eligibility. She acts as a liaison between the athletics department and deans and directors of studies in the residential colleges on academic matters. McKay also holds the position of assistant director of the Freshman Scholars Institute and helps to coordinate the logistics of freshman orientation.

Dr. McKay comes to Princeton from Duke University, where she served for three years as an Assistant Dean in Trinity College and the Academic Advising Center. In addition to her deans responsibilities for several hundred freshmen and sophomores and all juniors and seniors majoring in English, literature, and women's studies, she also served as the academic advisor for student athletes on the football and men's and women's basketball teams. Prior to her position at Duke, she was an academic advisor at the University of North Carolina at Chapel Hill. She earned three degrees at Duke, including a bachelor's in film studies, cum laude, and a master's and a PhD in English with a certificate in women's studies. McKay has taught courses in literature, writing, and women's studies at Duke and at Montclair State University and Rutgers, The State University of New Jersey.



Peter Quimby
FACULTY ATHLETICS REP.

Peter Quimby has been the Associate Dean of the College since coming to Princeton in 2005. He will assume the title of Deputy Dean in July of this year. He has primary responsibility for all aspects of the undergraduate curriculum. In this capacity he oversees the work of the Princeton Writing Program, the McGraw Center for Teaching and Learning, and the Program in Teacher Preparation. He serves as the secretary of the Committee on the Course of Study, and chairs the Committee on Academic Technology. He also serves as Princeton Faculty Athletic Representative to the NCAA. Dean Quimby is the director of the Freshman Seminar Program and is responsible for overseeing the Community-Based Learning Initiative, which integrates research about community issues into the undergraduate curriculum.

Prior to Princeton, Quimby had been dean of Yale's Davenport College since 2001. In addition to overseeing academic affairs and student life for the 470-student college, he took on a range of university-wide administrative assignments at Yale. Those included coordinating the new Freshman Seminar Program and chairing a subcommittee of a working group dedicated to implementing other initiatives related to Yale's new curriculum. One recommendation called for the restructuring of the Yale College dean's office, with a new Office of Freshman Affairs to attend to the special curricular and advising needs of first-year students.

Quimby also served as director of undergraduate studies for the special divisional major (Yale's equivalent of independent concentration), as secretary of the Yale College Committee on Teaching and Learning and as a member of the Faculty Committee on Athletics.

From 1998 to 2001, Quimby was an administrator and teacher at the University of Wisconsin-Madison. He served as associate director and then assistant dean of the Pathways to Excellence Project, a set of campus-wide initiatives designed to improve the quality of undergraduate education at the university.

A 1989 magna cum laude graduate of Bowdoin College with a B.A. in government and Russian, Quimby earned an M.A. (1992) and a Ph.D. (1999) in political science from the University of Wisconsin-Madison. His teaching, at Wisconsin and Yale, has focused on Russian and comparative politics. His principal scholarly interest is in state-building, religion and politics in post-Soviet Russia and Ukraine.