The Graduate Student Housing Report

Produced by:

The Graduate Housing Project Committee

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Acknowledgements

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Definitions

**Assistants in Instruction (AI)** are graduate students who receive funds to engage in teaching and grading.

**Dissertation Completion Enrollment (DCE)** is the status of Graduate Students who have exceeded their regular program enrollment length (typically 4-5 years). Students are eligible to hold DCE status for up to two years. DCE Graduate students are usually in their 5th-7th years at Princeton.

**Graduate Housing Advisory Board (GHAB)** is a group of graduate students (including a representative from each housing complex and the GSG Facilities Chair), HRES managers, and representatives of the Graduate School. GHAB meets monthly during the academic year.

**Graduate Student Government (GSG)** is a graduate student organization consisting of 10 Executive Board members and an Assembly composed of elected department and academic program representatives, representatives of each housing complex, and other interested parties.

**Housing and Real Estate Services (HRES)** is the administrative branch of Princeton University tasked with building, maintaining, and placing students in University housing.

**Postgraduate Student** is a student engaging in studies after receiving a bachelor’s degree including (but not limited to) graduate students, medical students, law students, etc.

**Research Assistants (RA)** are students who receive funds from engaging in research.

**Residential Graduate Students (RGS)** are graduate students who live in undergraduate residential colleges.

**Student Families** are defined (for the purposes of this report) as students living with one or more children.

**The Student Child Care Assistance Program (SCCAP)** provides assistance of $5000 per child per year to eligible graduate and undergraduate students to help meet the cost of childcare for pre-kindergarten aged children.
1. Introduction

The 2015 report from the task force on the Future of the Graduate School identified five strategic priorities, including:

- Enable growth in the number of graduate students in response to growth in faculty and needs in specific scholarly disciplines.
- Leverage our small size and residential community to provide all graduate students with an outstanding student experience.

We believe housing is a central issue in achieving these goals. Due to its location in Princeton, New Jersey, graduate students at Princeton University face unique challenges in securing housing. Although the University has made great strides to address these issues, it has only partially addressed many concerns of the graduate student body.

The goal of this report is to provide the Graduate Student Government (GSG) and Princeton University administration with documentation clearly articulating the current concerns of its graduate students as it pertains to housing, and to offer suggestions and recommendations for addressing these concerns. This document is intended to be used as a tool for the GSG and the Princeton administration for addressing the collective concerns of graduate students and for future planning as it pertains to housing for graduate students. This report is not intended to be part of and is not affiliated with the strategic plan of the University.

The information contained in this report is a compilation of data collected through an extensive survey of the graduate student body, university and municipal documents, and communication with school administration.
1.1 Survey Demographics

The survey was distributed to graduate students and non-student spouses and partners, and was open from April 4th – April 20th, 2016. A full list of survey questions is in the Appendix. The survey demographics are as follows:

- 2769 total surveys were sent to 2703 graduate students and 66 non-student spouses or partners of graduate students
- 1406 graduate students and 43 non-student spouses or partners completed the survey
- 39% of total respondents were neither US citizens nor permanent residents
- The four graduate school divisions (Engineering, Humanities, Natural Sciences, and Social Sciences) were proportionally represented among respondents
- 66% of student respondents live on campus
- 34% of student respondents live off campus
- 30% of student respondents live with a spouse or partner (student and non-student)
- 65 students reported living with one or more children

1.2 Report Organization

The content of this report is divided into three major sections based on concerns identified in the survey results:

- Housing stock
- Housing operations
- Families

All sections will close with a critical evaluation and recommendations for moving forward. While students and their spouses and partners were surveyed, the data in all the following graphs only includes student responses unless specified. There will also be an overall conclusion section that will summarize our findings and recommendations.
2. Housing Stock

The University has committed to providing adequate housing for 70% of regularly enrolled graduate students\(^1\)—that is, students who have not yet exceeded their designated program length, typically 4-5 years for doctoral and 1-2 years for master’s students. In addition to regularly enrolled graduate students, the University also houses spouses, partners, and children of students, visiting graduate scholars, and Dissertation Completion Enrollment (DCE) graduate students.

In the 2016 Graduate Housing Project (GHP) survey, students were asked, “Do you want the option to live in on-campus housing?” 91.5% responded “yes” and the remainder said “no” (n=1374). The following subsections address the reasons why students want on-campus housing, the supply and demand of on and off-campus units, and finally a discussion of housing at peer institutions. Recommendations from the GHP committee are provided in a concluding section.

\(^1\)http://hres.princeton.edu/graduates/my-housing/frequently-asked-questions#What_percentage_of_graduate_students
2.1 Reasons Graduate Students Want On-campus Housing

Students who reported that they wanted the option to live in on-campus housing were asked to complete the following statement: “I want on-campus housing because...” A breakdown of their responses is given below (Table 2.1).

<table>
<thead>
<tr>
<th>Field</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>For financial reasons</td>
<td>3.6%</td>
<td>4.5%</td>
<td>11.3%</td>
<td>32.9%</td>
<td>48.4%</td>
<td>1234</td>
</tr>
<tr>
<td>For reasons related to transportation</td>
<td>2.2%</td>
<td>1.7%</td>
<td>3.2%</td>
<td>18.5%</td>
<td>74.4%</td>
<td>1235</td>
</tr>
<tr>
<td>For access to campus resources</td>
<td>2.2%</td>
<td>2.0%</td>
<td>4.8%</td>
<td>20.7%</td>
<td>70.3%</td>
<td>1234</td>
</tr>
<tr>
<td>Because I cannot secure off-campus housing</td>
<td>12.2%</td>
<td>16.7%</td>
<td>192</td>
<td>23.6%</td>
<td>28.2%</td>
<td>1148</td>
</tr>
<tr>
<td>For reason related to research</td>
<td>6.4%</td>
<td>11.3%</td>
<td>129</td>
<td>20.6%</td>
<td>24.4%</td>
<td>1145</td>
</tr>
<tr>
<td>Because of proximity to spouse/partner’s work</td>
<td>21.7%</td>
<td>12.8%</td>
<td>36</td>
<td>24.6%</td>
<td>18.9%</td>
<td>281</td>
</tr>
<tr>
<td>Because it’s a better location or environment for children</td>
<td>7.5%</td>
<td>3.8%</td>
<td>2</td>
<td>26.4%</td>
<td>26.4%</td>
<td>35.6%</td>
</tr>
</tbody>
</table>

Table 2.1. Reasons graduate students want the option to live on campus for their full program length.

The top reasons for wanting on campus housing were “reasons related to transportation,” followed by “access to campus resources,” and “financial reasons.” Transportation and graduate financial concerns will be discussed in subsequent sections. Responses to additional survey questions also suggest that there is a population of students (~37%) who strongly feel that they require housing close to campus for “reasons related to research.” We found that across disciplines and departments there was little difference in how likely a student was to want or feel that they need on-campus housing; however, international students were more likely to report that on-campus housing for the full length of their program was essential to complete their degree in a timely manner.

In the survey’s free response section, a common theme was that Princeton University should house more graduate students (100+ responses). Many respondents spoke of the importance of living on campus, and two major themes emerged:
• Living on campus generates a sense of community
• Living on campus facilitates students’ ability and availability for research and teaching

Some social science students have commented about wanting on-campus housing after returning from a couple of years of field work so they have easy access to resources on campus, specifically noting that their cohorts would live in Princeton if they had access to on-campus housing. Also, some experimental scientists and engineers need to have easy access to their laboratories to perform operations such as monitoring biological samples or using sophisticated research instruments, often not only during working hours but also on weekends and at odd hours. Other students have heavy teaching loads and may need to be near campus to meet with their students. These sentiments are well summarized in the following responses:

• “Living in campus housing allows me to be a better scholar, student, teacher, department member, and community member.”
• Living off campus “meant that I often did not come to campus for evening precepts, study groups, or social activities, which definitely reduced the quality of my experience”
• “forced movement off campus has alienated me from my peers and hurt my work output in my program”
• “I do not feel a sense of community with my peers and I feel robbed of this aspect of my graduate experience”
• “Student housing is considerably more valuable to me than off campus housing... because of the people. Living with the other students helps socially. It integrates you more with the community.”
• “part of the draw of Princeton was the sense of a community of scholars, which is undermined when people have to move ... after their first three years.”
• “graduate students often have to teach for funding, so have to be nearby to the university for office hours, class instruction time, preparatory meetings, etc. It then makes having to move far away a serious hindrance to being a part of the academic community that we all chose to be a part of for 5 years - not for 3 years and then have to move away.”
• “Current housing situation alienates older graduate students from the Princeton community.”
• “later years are when it is most important for graduate students to be on campus and have easy and uninterrupted access to Princeton's resources so that we can finish the dissertation in a timely manner.”
• “We need to be on or close to campus in order to do our work, and housing should not be an obstacle to completing our degrees.”
2.1.1 Transportation

This section contains a breakdown of students’ access to transportation. It includes the methods students use to commute, commute times, and access to cars. Student car ownership will be discussed at some length since cars are usually required for housing that is not accessible by mass transit, are a significant expense that not all students can afford, and the university has ongoing plans to reduce private vehicle traffic on campus².

When asked how often students used each mode of transportation there were 1290 responses. Students were allowed to choose multiple means of transport. Walking and Tiger Transit are the most popular ways of getting to campus followed by cars and biking, and relatively few students take public transportation (Figure 2.1). The median commute time is 15 minutes for students who reported living on campus and 20 minutes for students who live off-campus. For a full breakdown of commuting time responses, please see Figure 2.2.

![Graph showing transportation modes](image)

**Figure 2.1** Students were asked how frequently they use the following modes of transportation to commute to campus. The most common means to commute are walking and Tiger Transit.

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² Princeton Campus Plan
Figure 2.2. Estimated commute time of students living on and off-campus. Most students living off campus have fairly short commutes; however, some students who live off-campus have rather long commute times.

Car Ownership

72% of students who live off-campus either own or have access to a car (n=472) as compared to 56% (n=913) of students who live on campus. International students are much less likely to own a car; 45% of international students reported owning or having access to a car (n=547) as compared to 71% of U.S. citizens and permanent residents (n=861). As students progress through graduate school, car ownership increases from 37% of G1 students to 69% of G6+ students (Figure 2.3).
Figure 2.3. Students were asked whether they own or lease a car. Car ownership fraction increases for students over the course of grad school.

2.1.2 Student Finances

This section outlines how students’ finances compare to the cost of living on-campus and affordable housing in Mercer County. Graduate students reported a median household income of $30,000 for single students, $50,000 for students living with a family member (only one of the following: spouse, partner, or child), and $52,500 for students living with multiple family members (2 or more of any combination of spouses, partners or children). The survey did not distinguish between dependents and non-dependents. Based on these reported household incomes, most individual graduate students qualify for low-income housing in Mercer County per the guidelines described by the New Jersey Council on Affordable Housing\(^3\). Affordable housing in Princeton, per housing complexes in the affordable housing guidelines for Princeton, does not exceed 33% of a

\(^3\) https://www.princetoncommunityhousing.org/sites/default/files/incomelimits_2.pdf
Tables 2.2 and 2.3 below list the lowest rates available for different Princeton graduate housing units (from July 2015 to June 2016), including mandatory fees.

On campus studio, two-, three-, and four-bedroom apartments meet the affordable housing pricing guidelines for single graduate students, especially those living with other student roommates as shown in Table 2.2. However, one-bedroom apartments cost a minimum of 46% of the median income for a single student. Also, some students with dependents pay over 50% of their earnings in multiple bedroom units when the student is the sole income earner. This situation is common for single parents and international students whose spouses may be unable to work based on residency status.

Dorms in the New and Old Graduate College are unique in that residents must accept a mandatory meal plan. The breakdown of the cheapest options for the various unit types including the minimum meal plan is shown in Table 2.3. Without the meal plan, the direct housing costs for all dorm and Annex units fit within the affordable housing guidelines. However, during the 2015-2016 academic year, the most affordable meal plan is 95 meals per semester (190 meals annually) at a yearly expense of $3,465 ($18.24 a meal), equating to slightly more than one meal a day when classes are in session. The Graduate College also offers free continental breakfasts Monday-Friday when class is in session. Including the meal plan, most Graduate College housing significantly exceeds 50% of the median graduate student stipend. A sentiment expressed in the survey free responses was the fact that students were sometimes reticent to live in the Graduate College dorms due to the costly mandatory meal plan. The Annexes do not require the purchase of a meal contract and are therefore a much more affordable option.

### Apartments Fees

<table>
<thead>
<tr>
<th>Type of Unit</th>
<th>Monthly</th>
<th>Annual Total (12-month)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td>$794</td>
<td>$9,528</td>
</tr>
<tr>
<td>One Bedroom</td>
<td>$1,159</td>
<td>$13,908</td>
</tr>
<tr>
<td>Two Bedroom</td>
<td>$1,408</td>
<td>$16,896</td>
</tr>
<tr>
<td>Three Bedroom</td>
<td>$2,184</td>
<td>$26,208</td>
</tr>
<tr>
<td>Four Bedroom</td>
<td>$2,512</td>
<td>$30,144</td>
</tr>
</tbody>
</table>

Table 2.2. The lowest rates for on-campus apartments for the 2015-2016 housing year.

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5 Graduate Housing and Cost of Living 2015-2016: [https://www.princeton.edu/pub/ghcl/costs/](https://www.princeton.edu/pub/ghcl/costs/)
Dorms Fees

<table>
<thead>
<tr>
<th></th>
<th>Monthly (Academic Year)</th>
<th>Weekly (Summer)</th>
<th>Minimum Mandatory Academic Year Meal Contract</th>
<th>Annual Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-room single</td>
<td>$943</td>
<td>$191</td>
<td>$3,465</td>
<td>$14,403</td>
</tr>
<tr>
<td>1-room single</td>
<td>$732</td>
<td>$191</td>
<td>$3,465</td>
<td>$12,504</td>
</tr>
<tr>
<td>Double</td>
<td>$943</td>
<td>$191</td>
<td>$3,465</td>
<td>$14,403</td>
</tr>
<tr>
<td>Walk-through Double</td>
<td>$546</td>
<td>$191</td>
<td>$3,465</td>
<td>$10,830</td>
</tr>
<tr>
<td>Triple</td>
<td>$546</td>
<td>$191</td>
<td>$3,465</td>
<td>$10,830</td>
</tr>
<tr>
<td>Quad</td>
<td>$732</td>
<td>$191</td>
<td>$3,465</td>
<td>$12,504</td>
</tr>
<tr>
<td>Annex</td>
<td>$541</td>
<td>$191</td>
<td>0</td>
<td>$7,320</td>
</tr>
</tbody>
</table>

Table 2.3. The lowest rates for on-campus dorms and minimum mandatory meal plans for the 2015-2016 housing year.

2.2 Supply and Demand

This section first enumerates the total number of bed spaces available to graduate students then gives a review of demand based on students’ on-campus unit preferences based on the number of bedrooms, costs, and pet friendliness.

2.2.1 Housing Supply

The on-campus housing stock is as follows:

Lawrence Apartments contains:
- 33 studio apartments
- 122 one-bedroom apartments
- 186 two-bedroom apartments
- Total bed spaces: 527

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6 Graduate Housing and Cost of Living 2015-2016 and HRES
Lakeside Apartments contains:
● 118 one-bedroom apartments
● 83 two-bedroom apartments
● 76 three-bedroom apartments
● 50 four-bedroom apartments
● Total bed spaces: 712

The Graduate College contains:
● 214 single rooms
● 97 two-room singles
● 11 doubles
● 34 walk-through doubles
● 3 triples
● 3 quads
● 81 beds in the annexes
● Total bed spaces: 503

Resident Graduate Students (RGS):
● 57 units

Therefore, at full capacity there are 1,799 bed spaces available for occupancy; however, not all bed spaces are occupied by graduate students. In Lawrence Apartments, 13 units are reserved for individual departments as guest housing or for visiting scholars (8 two-bedroom and 5 one-bedroom units)\(^7\), and 11 units are reserved as faculty/staff housing\(^8\). 30% of survey respondents live with some combination of spouses, partners, or children. These students are ineligible to live with other students\(^9\) and may occupy multiple bed units, further reducing the housing stock available to graduate students.

\(^7\) Source: Housing and Real Estate Services
\(^8\) [Link to faculty/staff housing](http://hres.princeton.edu/faculty-staff/explore-rentals/university-rentals/lawrence-apartments)
\(^9\) “If family is residing with the student, the student will be the sole contract holder for a unit and may not share a unit with another student(s)” [Link to terms and conditions](http://hres.princeton.edu/sites/default/files/pdf/GHAptTermsAndConditions1617.pdf)
2.2.2 Housing Demand

To gauge interest in the various types of on-campus units, we asked students to state their preference for living in each type of unit. The results are shown in Figure 2.4. The responses indicate that the greatest demand is for private apartment style units. We then asked students what was the maximum rent for a single room in the various unit types they were willing to pay. The data is shown in Table 2.4

Figure 2.4 Students were asked to rate each type of unit by whether they “would live,” “would not live,” or “cannot live” in each unit. “Cannot live” can be due to various reasons such as living with spouses, partners, children, pets, etc., but the survey did not ask for clarification.
Table 2.4 Students were asked what was the maximum rent per month they would pay for one room in each unit. The mean values, respondent count, and lowest housing rate are listed above. All information is based on the 2015-2016 academic year.

<table>
<thead>
<tr>
<th>Type of Unit</th>
<th>Mean</th>
<th>Respondent Count</th>
<th>Lowest Housing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorm</td>
<td>$659</td>
<td>201</td>
<td>$546</td>
</tr>
<tr>
<td>Studio</td>
<td>$806</td>
<td>909</td>
<td>$794</td>
</tr>
<tr>
<td>1-Bedroom Apt.</td>
<td>$959</td>
<td>1,129</td>
<td>$1,159</td>
</tr>
<tr>
<td>2-Bedroom Apt.</td>
<td>$845</td>
<td>1,001</td>
<td>$704</td>
</tr>
<tr>
<td>3-Bedroom Apt.</td>
<td>$740</td>
<td>653</td>
<td>$728</td>
</tr>
<tr>
<td>4-Bedroom Apt.</td>
<td>$688</td>
<td>530</td>
<td>$628</td>
</tr>
</tbody>
</table>
13% of respondents (204 individuals) reported that they own a cat or dog. Dog and cat owners are half as likely to live on campus as non-pet owners (Figure 2.5). From this subset of students, the students who live off campus were asked, “Why do you live off-campus?” 80% of students (68 individuals) living off-campus reported that their need for pet-friendly housing motivated their move off campus.

**Figure 2.5.** Survey takers were asked whether they live on or off-campus and whether they have a pet. Those who live off campus are more likely to have pets, especially dogs and cats, n=1178 total responses.

### 2.3 Off-campus Housing

Students who live off-campus were asked why they chose to do so. The most popular answers were “I did not think I would receive on-campus housing even if I applied for room draw” and “Proximity to spouse or partner’s job” (see Table 2.5 below for more information). Many students
wrote in the free-response section that they chose to live off-campus because they had had to move too many times, and that this caused them a great deal of stress.

<table>
<thead>
<tr>
<th>Reasons Students Chose to Live Off Campus</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I did not think I would receive on-campus housing even if I applied for room draw”</td>
<td>47%</td>
<td>14%</td>
<td>13%</td>
<td>7%</td>
<td>19%</td>
</tr>
<tr>
<td>“I did not apply for room draw”</td>
<td>33%</td>
<td>17%</td>
<td>14%</td>
<td>7%</td>
<td>29%</td>
</tr>
<tr>
<td>“Proximity to spouse or partner’s job”</td>
<td>40%</td>
<td>18%</td>
<td>9%</td>
<td>6%</td>
<td>27%</td>
</tr>
<tr>
<td>“My program does not require working on campus”</td>
<td>14%</td>
<td>14%</td>
<td>15%</td>
<td>13%</td>
<td>44%</td>
</tr>
<tr>
<td>“I prefer living off-campus”</td>
<td>27%</td>
<td>27%</td>
<td>15%</td>
<td>13%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Table 2.5. Students living off-campus were asked why they chose to do so (n = 480).

2.3.1 Off Campus Rental Costs

As of August 2016, the median monthly rent per square foot in Princeton, NJ ranged from $1.67 and $2.10. A chart of 14 local apartment complexes around the Princeton area is provided in table A.1 in the Appendix.

While housing at a price point comparable to that of university graduate housing is available in nearby towns in New Jersey, there tends to be low availability of affordable units and an excess of interested renters. This problem derives from and is compounded by the high median household incomes reported by residents in most nearby areas, with the notable exception of Lawrenceville, Trenton and Philadelphia (Table 2.6).

<table>
<thead>
<tr>
<th>Location</th>
<th>Median Rent per Square Foot in USD (August 2016)</th>
<th>One Bedroom (600 square feet)</th>
<th>Two Bedroom (960 square feet)</th>
<th>Studio (360 square feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Princeton (08542)</td>
<td>$2.10</td>
<td>$1260.00</td>
<td>$2016.00</td>
<td>$756.00</td>
</tr>
<tr>
<td>2. Princeton (08540)</td>
<td>$1.67</td>
<td>$1002.00</td>
<td>$1603.2</td>
<td>$601.2</td>
</tr>
<tr>
<td>3. Princeton Junction (08550)</td>
<td>$1.46</td>
<td>$876.00</td>
<td>$1401.60</td>
<td>$525.60</td>
</tr>
</tbody>
</table>
Table 2.6. A table listing the median monthly rent per square foot for the top 10 zip codes that students reported living in. Median costs for a studio, one bedroom, and two bedroom apartments are calculated by multiplying Lawrence Apartments unit square footage by the median rent per square foot\textsuperscript{10}.

There are also some large homes shared by graduate students or other young professionals, but there is low availability of this type of housing in the area. There are, in general, few vacant apartments available for rent in the Northeast of the United States- as of January 2016, the US Census Bureau estimates the rental vacancy rate to be 5.4%.

In the free-response section, many students who moved off-campus expressed frustration the lack of support to find suitable housing in the area.

**Living off-campus can pose difficulties for students who:**

- Do not have U.S. credit (disproportionately affects international students; figure 2.7)
- Do not have a driver’s license

- Cannot afford a car
- Do not meet a minimum income threshold set by landlords (who often require proof that rent is no greater than 30% of a prospective tenant’s income)

**Question: Do you have a credit history in the United States?**

![Credit history chart]

Figure 2.6. Credit history separated into domestic (n=825) and international (n= 554) status

### 2.4 Graduate Housing at Nearby and Peer Institutions

This section starts with a review of nearby institutions where postgraduate students compete in the same housing market. The institutions included are the Institute for Advanced Study (IAS) and the Princeton Theological Seminary (PTS). In the following section, peer institutions that the Graduate School considers competitive are addressed. This includes institutions such as Caltech, Columbia, Cornell, Harvard, MIT, Stanford, and Yale.
2.4.1 Nearby Institutions

The Princeton Theological Seminary can house over 90% of its postgraduate students including dedicated family housing\textsuperscript{11}. The IAS postgraduate population does not include graduate students but consists of postdocs and visiting researchers, however, it does provide campus-based housing for many of these scholars. On average, the cost per unit at Princeton University is more expensive than housing options at these other nearby academic institutions, as shown in Figure 2.7. The large differences between Princeton University’s 3 and 4 bedroom apartments is likely explained by the larger number of bathrooms in the University’s apartments, which tend to increase construction costs.

Figure 2.7. Costs for the various apartment unit types at Princeton University, the IAS and the Princeton Theological Seminary.

\textsuperscript{11} Princeton Theological Seminary Housing Office
2.4.2 Peer Institutions

We identified seven private peer institutions based on the Princeton report “Task Force on the Future of the Graduate School”: Caltech, Columbia, Cornell, Harvard, MIT, Stanford, and Yale. While the graduate housing situations at these institutions vary significantly, we will focus on presenting how the housing assignment policies and inventories compare to Princeton. Stanford, Columbia, and Cornell will be highlighted since Princeton shares similarities with these institutions in either their location, the cost of the local housing market, or both.

**Stanford** shares the most demographic similarities to Princeton. The institution is in a small affluent community of similar median household incomes as Princeton, and it has two major metropolitan areas within commuting distance. Stanford acknowledges that the high prices and limited supply make the local rental markets inaccessible to graduate students. It offers up to six years of housing for Ph.D. students, four years for MDs, three years for JDs, and one year for master’s students either on campus or in nearby University-subsidized housing in leased apartments.\(^{12}\) This institution recently expanded their graduate student housing capacity and can currently accommodate 64% of their postgraduate population in university-sponsored housing. However, if the student population remains constant, it will be able to accommodate over 85% of their postgraduates in 2019 upon completion of a 2400 bed space community. Until this new housing is completed, the university has adopted interim measures to address the graduate student housing shortages and the challenges in the local market. These measures include increased transit subsidies that allow students to live in lower-rent communities, access to zero interest loans an emergency based grants to combat unexpected costs, housing staff performing a “call to the community” that matches local residents renting rooms with graduate students, and increasing the inventory of subsidized housing through leases around the local area.

**Columbia** also acknowledges that the high rent and limited housing supply make the local rental markets inaccessible to graduate students. The institution offers housing to doctoral students for five years, and students may request an additional one to two years of University housing from their Dean. However, due to limited supply, students are not guaranteed to be successful in attaining campus-sponsored housing.

**Cornell** is similar to Princeton University in that it is not located in an urban setting. However, the median household income is much lower than the local communities surrounding Princeton and Stanford. Cornell currently has the lowest proportion of postgraduates in campus-sponsored housing at ~12%. However, if the student population stays constant, this number will increase to

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\(^{12}\) Source: https://rde.stanford.edu/studenthousing/faqs-priority-and-eligibility
~24% upon completion of an $80 million project replacing and expanding one graduate housing complex from 356 to 800-950 bed spaces. The proposal includes retail space, family-friendly housing, internalized parking within blocks, and plans for future expansion to the east. Additionally, the Cornell Graduate and Professional Student Assembly (GPSA) received guarantees that rents would be comparable to what students were paying before the development and that the new rents would not rise any faster than the increase in the minimum stipend rate.

MIT does not share similar demographics as Princeton, however it is an institution in which Princeton vehemently competes for science and engineering graduate students. Currently, MIT can house 40% of its postgraduate students with over 2700 bed spaces and has recently announced plans to construct 500-600 additional bed spaces.

Peer institutions overall have developed different policies and practices for assigning and distributing their housing through students’ matriculation and addressing the challenges of students with spouses and dependents. For example, Princeton guarantees first-year graduate students a housing offer and gives the option to retain a unit their 2nd and 3rd years regardless of program length. MIT and Yale allow matriculating students to continue to apply for housing each year as continuing students and state that that in general students can retain through their program length. Stanford and Columbia explicitly say they allow students to retain their residences for their program length. Cornell provides subsidized housing near campus that is allocated on a first come first served basis. Harvard provides market rate housing to faculty, staff, and students from a central portal that appear to operate as a standard rental company, and claims that approximately 1300 units become available each year. Additionally, CalTech, Cornell, and MIT provide designated family housing for their graduate students. Princeton does provide increased priority to families but only among students who started graduate school during the same year. Princeton is the only institution that provides pet-friendly housing for pets beyond service animals and approved caged pets.

14 https://docs.google.com/viewer?a=v&pid=sites&srcid=dG93bi5pdGhhY2EubnkudXN8dG93bi1vZi1pdGhhY2F8Z3g6NjdhN2E0MjRiNGJiNjMyMw#page=5
2.5 Evaluation and Recommendations

- **Include all graduate students** – DCE students and a consistent number of visiting students should be included when determining how many graduate students should be housed because those students are eligible for graduate housing and take up bed spaces.

- **Provide housing for students’ entire program length** – Graduate students at Princeton overwhelmingly want the option to remain on campus for their full program length but currently do not have that option based on a limited supply of housing. The institutional benefits of increasing on-campus housing include:
  - **Maintaining competitiveness** – As other key peer institutions increase their capacity to house postgraduate students, housing may become a factor for students’ decisions to enroll at Princeton.
  - **Increased undergraduate mentorship** – With an increase in the number of students having easy access to central campus, there will likely be more students willing to assist in mentoring undergraduates outside of normal working hours.
  - **Increased research output** – With an increase of graduate students having easier access to labs and academic resources, the overall research output at the university should increase.
  - **Increased identity/loyalty** – Building community among graduate students in and around campus helps give graduate students a greater sense of identity associated with the institution.
  - **Meeting sustainability targets** – If students don’t need cars to commute to campus there should be a reduction in vehicle traffic, which fits in with the institution’s goal to reduce vehicle traffic on campus.

- **Revise the housing priority/retention system** – The priority/retention system for graduate students should include other factors such as program length, need based on research and teaching requirements, international student status, etc. Students in different programs have varying requirements to stay on campus. For instance, students in the humanities and social sciences who perform field work may not need to remain on campus for portions of their program while students who work in labs need access to campus for the duration of their program. Also, families with children would like to avoid moving their children to different school systems based on location. If the primary argument for not changing this system continues to be “there is not enough housing,” then increasing housing should be considered.

- **Partner with an apartment complex** – Consider having a partnership with nearby apartment complexes to provide reduced rent for graduate students and provide housing contracts for students without credit (this is especially important for the international community). These complexes should have a Tiger Transit line that can connect students
to campus. Advertise this as a strategic housing complex for an off-campus option. This course of action is relatively inexpensive compared to building new complexes and can be implemented in a short time frame. Also by building a mass of students at one community, students may not feel completely isolated from the university.

- **Create a University definition of affordable housing** – Formally define affordable housing on Princeton’s campus by percentages of the median graduate student’s stipend and family size like local municipalities. This can help set rational expectations regarding what students should expect to pay. On-campus one-bedroom apartments are priced at the 80th percentile of what students are maximally students are willing to pay for that unit. Students who are desperate find on-campus housing and are forced into one-bedroom units are at a significant financial disadvantage compare to other graduate students who live in more affordable multi-occupancy units.

- **Revise the minimum mandatory meal plan at the Graduate College** – Review the pricing of the minimum mandatory meal plan. Applying logical methods to reduce this cost can help make the Graduate College a more affordable option.

- **Research before construction** – The 2016 GHP survey suggests that when designing new graduate housing, the University should consider more studio apartments (instead of one-bedroom apartments) if this is a viable option for reducing the cost of construction while keeping rent prices more affordable. However, the survey did not go into detail about specific housing needs. Also, finding out specifics about what students dislike about their housing units will help with planning floorplans, features, and locations for new units. In particular, future pre-design surveys should try to figure out whether apartment amenities or apartment affordability are more important.
3. Housing Operations

Survey responses indicate significant dissatisfaction with the graduate housing office. We believe that many of the issues experienced by students can be remedied through improved communication and a feedback system that allows housing managers to better track student communications.

3.1 Survey Statistics

48% of respondents report serious lapses in customer service by the graduate housing office. Notably, 29% of respondents indicated that the housing office did not respond to emails during their communications. It is also notable that 23% of respondents reported moving into apartments that were not prepared for move-in and 13% of respondents reported not being able to move into their units on their move-in date. Presumably, some of the students whose units were not available were affected by the Lakeside delays.

<table>
<thead>
<tr>
<th>Problems at the graduate student housing office</th>
<th># of respondents with this issue</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartment not prepared for move in (not clean, broken appliances, pests)</td>
<td>217</td>
<td>23%</td>
</tr>
<tr>
<td>Inadequate move-in instructions</td>
<td>152</td>
<td>16%</td>
</tr>
<tr>
<td>Apartment not available on move-in date</td>
<td>129</td>
<td>13%</td>
</tr>
<tr>
<td>Housing office did not respond to emails</td>
<td>278</td>
<td>29%</td>
</tr>
<tr>
<td>Housing office did not respond to phone calls</td>
<td>153</td>
<td>16%</td>
</tr>
<tr>
<td>None of the above</td>
<td>495</td>
<td>52%</td>
</tr>
</tbody>
</table>

Table 3.1 Respondents were asked whether they had experienced any of the following problems in their dealings with the graduate housing office. Respondents were permitted to select multiple responses.
Respondents were asked how effective the following methods were for communicating with the housing office. Office visits were generally judged as effective; however, phone and email were often not considered effective.

It is also notable that only office visits are described by a large fraction of students as an “extremely effective” means of communicating with the housing office (Figure 2). Students find email and phone calls to be an unreliable means of communicating with the office. 51 of 562 open free responses complained about customer service or communication problems with the graduate housing office. Additionally, in the free response sections of the survey, several G1 students stated that they did not receive a housing offer or a draw number and suggested that there may have been glitches in the online system for entering room draw.

### 3.2 Evaluation and Recommendations

- In light of the persistent communication and customer service problems at the graduate housing office, this group has already recommended that HRES develop new methodologies for tracking their email and phone-based interactions with students to
smooth their handling of complex and/or ongoing problems with individual residents. The leadership in HRES has acknowledged these issues and stated that they are implementing a new spreadsheet-based method to store information on individual residents in a more accessible manner. However, we still suggest having an automated ticket-based email acknowledgment and response system (such as that employed by OIT) which could also increase communication efficiency.

- Furthermore, we propose that HRES can work to improve communication and customer service by annually administering a short survey to students that will allow managers to quantitatively measure customer service improvements over time. Within this survey, we recommend conducting slightly modified versions of questions 44 - 46 from the Graduate Housing Project survey yearly, and that GHAB reviews the results of this survey each fall to assess whether customer service and satisfaction with graduate housing has improved over the past year.

**Modified question 44:** _In the past year, when moving into on-campus housing, have you experienced the following?_

A) None of the above  
B) no response to emails  
C) apartment not prepared for move-in (not clean, broken appliances, issues with pests)  
D) inadequate move-in instructions  
E) no response to phone calls  
F) apartment not available on move-in date

**Question 45:** _In the past year, the communication from the graduate housing office was..._

A) extremely adequate  
B) somewhat adequate  
C) neither adequate nor inadequate  
D) somewhat inadequate  
E) extremely inadequate  
F) N/A

**Question 46:** _Describe the effectiveness of the following methods when trying to communicate with the housing office in the past year._ (Choices: extremely effective, very effective, moderately effective, slightly effective, not effective)

A) email  
B) phone  
C) office visit
4. Families

4.1 Survey Statistics

Survey takers were asked whether they had children living with them. Of 1406 students who responded to the question, 38 had one child, 22 had two kids, and none had three or more children—60 in total, or 4% of the students who responded. Three survey respondents have children but do not live with a spouse or partner. Students with children are less likely to live on campus than the general student body, and only 45% do so. Of students with families who lived on campus at the time of the survey, 10 lived at Lakeside and 15 lived at Lawrence. Some parents living on campus wrote that moving off-campus would require their children to change daycare providers or schools and expressed stress about the prospect of a future move. Other parents stated they had elected to live off campus to avoid having to move. Many parents who live on campus report that they and their children benefit from living close to the small but tight-knit group of graduate student families on campus.

4.2 Family-specific Housing

Students with families have unique housing needs and preferences relative to the rest of the student body. Among these are: preference for lower rent rather than amenities, a requirement for a minimum number of bedrooms based on family size as shown in table 4.1, not needing multiple bathrooms per unit, not needing same-sized bedrooms in a unit, units designed with child safety in mind, neighbors in similar situations who will not keep children up by partying late and also being understanding of the loud noises children make, and parking close to the apartment. The current selection of graduate housing can and should be improved to better meet the needs of students with families.

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Family Eligible?</th>
<th>Children Allowed?</th>
<th>Min Number of Children</th>
<th>Max Number of Occupants Including Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC/Annex</td>
<td>No</td>
<td>No</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Studio</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1 Bedroom</td>
<td>Yes</td>
<td>Yes</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2 Bedroom</td>
<td>Yes</td>
<td>Yes</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>3 Bedroom</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>4 Bedroom</td>
<td>Yes</td>
<td>Yes</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 4.1. Table listing the maximum occupancy guidelines as it pertains to families (including spouses, partners, and children) and the minimum number of children a family needs to qualify for living in that type of unit set by the University\textsuperscript{15}. Special conditions may apply (i.e. newborns).

\textsuperscript{15} HRES
All survey takers were asked whether they were of the opinion that the University should offer designated family housing (Figure 4.1). Most students (68%) somewhat or strongly agreed with this statement, while only 6% somewhat or strongly disagreed.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree</td>
<td>2.36% 28</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat disagree</td>
<td>3.97% 47</td>
</tr>
<tr>
<td>3</td>
<td>Neither agree or disagree</td>
<td>25.82% 306</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat agree</td>
<td>26.58% 315</td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree</td>
<td>41.27% 489</td>
</tr>
</tbody>
</table>

Figure 4.1. A vast majority of students agree that the University should offer designated family housing and only about 6% of students oppose the idea.

### 4.3 Family finances

The financial situation of students with children is distinct from that of most students. Since students with children cannot live in on-campus housing with roommates, they have higher housing costs. Students with children report spending $1580 each month on housing while students without children report spending $885 (these are median values).

In some cases, these expenses are shared between two earners; however, this is often not the case. Many international students have partners who cannot legally work in the United States due to visa restrictions. Additionally, area child care can be prohibitively expensive for parents of small children (even with the University’s SCCAP\(^{16}\)), and often one parent stays home to care for the children. There are also graduate students that are single parents.

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\(^{16}\) "The Student Child Care Assistance Program (SCCAP) provides assistance to eligible graduate and undergraduate students to help meet the cost of child care for pre-kindergarten aged children. Eligibility rules and
On average, student families spend 50-55% of their monthly income on housing, and ~15% of student families spend 65-70% of their monthly income on housing. Since the housing costs and incomes of students with families are both, on average, greater than for single students, a useful metric is that provided in the question “What percentage of your monthly household income goes towards housing (rent and utilities)?” These results are shown in Figure 4.2. The mean for students without families was 36%, and the median was 33%, while for students with families the mean was 41%, and the median was 40%. However, as can be seen in Figure 4.3 there is a very large

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award amounts are determined by the Princeton Child Care Assistance Committee and based on household resources.” https://gradschool.princeton.edu/costs-funding/sources-funding/loans-and-assistance/sccap

17 Please note that for this question, the default, pre-filled in answer was 0%. Since all questions including this one were optional, many (if not all) of the 0% responses are actually non-responses. We removed all responses of 0% from the dataset for the data analysis.
spread in the distribution for students with families; some students report spending 95-100% of their monthly income on housing expenses.

Figure 4.3. Histogram of answers to the question, “What percentage of your monthly household income goes towards housing (rent and utilities)?”, divided between student families and students without families\(^{18}\). (Dark green color is overlap)

We received 25 responses from students with families living on campus to the question “What percentage of your monthly household income goes towards housing (rent and utilities)?” Figure 4.4 shows the same data as Figure 4.3 but only for students living on campus. For students without families, the median percentage of monthly income taken up by housing expenses is 33%. However, the median percentage of families living on campus is 50%, higher than the proportion of all families independent of where they live. Half of families living on campus (13 of those who responded to this survey) are spending at least half their monthly income on housing expenses.

The financial strain of the family housing situation can be seen in responses to our question, “Has the cost of housing required you to find additional sources of income (including loans) to

\(^{18}\) Please note that for this question, the default, pre-filled in answer was 0%. Since all questions including this one were optional, many (if not all) of the 0% responses are actually non-responses. We removed all responses of 0% from the dataset for the data analysis.
supplement your university stipend?” 1304 students without families answered this question, of which 215 (17%) answered “yes.” On the other hand, 31 of 64 students with families who responded to this question (48%) answered “yes.”

![Graph showing monthly income taken by housing expenses for students with and without families.]

Figure 4.4. Similar to Figure 4.3, but only for students living on campus\(^{19}\).

But how does all this affect the studies, health, and livelihood of graduate students? To better understand this, students were asked whether they strongly disagree, somewhat disagree, were neutral towards, somewhat agree, or strongly agree with the following statements: “The cost of housing has placed an excessive financial burden on me.” and “The cost of housing has placed an excessive psychological burden on me.” These results are shown in Figures 4.5 (a and b). About 60% of students with families agree with both of the statements, while about 35% of students without families agree with the first statement and a bit over 25% of students without families agree with the second statement.

\(^{19}\) Please note that for this question, the default, pre-filled in answer was 0%. Since all questions including this one were optional, many (if not all) of the 0% responses are actually non-responses. We removed all responses of 0% from the dataset for the data analysis. Since, to our knowledge, no student living on campus pays $0 in rent this seems a very reasonable cut to make.
Figure 4.5 a). Top: histogram of responses to “The cost of housing has placed an excessive financial burden on me” and b). Bottom: histogram of responses to “The cost of housing has placed an excessive psychological burden on me,” split between student families and students without families.

Princeton University intentionally keeps rent for graduate housing below local market value. This is very helpful for the portion of the student body that can live on campus. In recognition of the financial reprieve that this below-market rent offers students’ financial difficulties, the University has a Hardship Housing application process that allows students with demonstrated financial need
to have priority in the room draw process, allowing them to retain their housing. This is a beneficial program and should continue. However, there is no program that provides actual financial assistance to those in need beyond the benefit derived from the below-market rent available in on-campus housing. Since on-campus housing can still be very expensive for students in financial need, we encourage considering programs to provide actual housing financial assistance for students in the most financial need. Specifically, for families, the cheapest two-bedroom option available on campus is Lawrence 2-7, which for the 2015-2016 year is $1408/month plus electricity. This is over 50% of a typical RA or University Fellowship monthly stipend.

4.4 Other Family Concerns

Parents raised several issues in the free response section of the survey that should inform future policy decisions. First, several parents wrote that if they could no longer live in graduate housing, they would have to move to a different school district and uproot their child from their school or daycare. Parents also expressed that they would like to have more advanced notice and information about the use of pesticides and other chemicals at graduate housing - such as which chemicals will be used and to which specific areas these chemicals will be applied.

List of additional parents’ comments:

- Going smoke-free indoors is appreciated
- Cigarette butts on the sidewalks/grounds are a problem, as are maintenance vehicles
- Designated, subsidized housing for families and subsidized daycare is requested

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As mentioned in footnote 17, New Jersey state law requires a household with three members over the age of two to live in a unit with at least two bedrooms.
4.5 Evaluation and Recommendations

**Short term:**

- Because of the unique hardship housing presents to students with families, and because of the large financial and psychological burden the cost of housing has particularly for students with families, we propose to create some form of alternative, subsidized rent for student families with financial need. Our survey counts 25 families living on campus, not all of whom are in financial need, so the cost of such a program would be relatively small.
  - One possible alternative to this is to extend SCCAP to provide financial assistance to all students with children with financial need, regardless of day care need. The current SCCAP system largely provides financial assistance only to families that are operating off two incomes, while missing most of the families that are operating only off a single income (the graduate student stipend) who arguably have greater financial need precisely because they are operating off a single income.
- Because of the widespread support across the graduate student body for designated family housing, and because of the unique housing needs of families, we recommend that the University designates specific family housing. We suggest that the number of units for such housing be slightly greater than the anticipated maximum number of students with children. Students with children would then get priority for such housing, while the remaining units be filled with students okay living inside the designated family housing.
- To help oversee, recommend, and advocate for the housing needs of families, we recommend that a Family delegate be created in the GSG assembly and GHAB.

**Long term:**

- Include lower-cost, family-friendly options in any future housing plans. We recommend a study be performed to see what the maximum rent in such units should be according to graduate student stipend.
5. Summary and Moving Forward

In efforts to enhance graduate students’ experience and increase integration into the university community, it is important to consider all the major components of this report. Some solutions such as “housing operations” can be implemented in a relatively short timescale (1-2 years) with minimal capital investment. Other actions such as designating family friendly units and developing relationships with outside apartments may take longer to achieve. However, we believe there should be a clear course of action developed to address students concerns. We warn that without tangible progress on the issues outlined in this report, many of the grievances will not change and graduate students’ discontent will continue to linger and may grow. The consequences of inaction can affect recruitment of competitive students as the mentality of current graduate students has a significant effect on prospective students. The lack of top graduate students can also deter potential faculty from choosing Princeton over peer institutions. Meanwhile, some peer institutions are addressing housing concerns and will have a significant advantage.

Moving forward past this report, we feel the GSG can assist in informing the administration by following up with smaller, targeted yearly surveys and possibly forming follow-up housing committees to ensure students and administration are kept up to date. The dissemination of information related to housing and progress on graduate students’ concerns will strengthen the relationships between administration and Princeton’s young aspiring scholars.
Appendix

**List of Survey Questions (selective logic not included)**

- What year are you?
- Which department or academic program are you in?
- Are you a citizen or permanent resident of the United States?
- Do you live in on-campus housing?
- What complex do you reside in?
- How often do you use each mode of transportation to commute to campus?
  - Bike
  - Car
  - Tiger Transit
  - Public Transit
  - Walk
  - Other
- Estimate your average commute time (minutes)?
- What is your zip code?
- Are you planning to enter or have you entered room draw this year?
- Why aren’t you entering room draw?
- Do you have a spouse or partner that lives with you?
- Is your spouse or partner a graduate student at Princeton?
- How many children do you live with?
- Do you (not a roommate) own any of the following pets? Mark all that apply.
  - Caged animal
  - Cat
  - Dog
  - No pets
- How would you rate your financial stability?
- Do you have a credit history in the United States?
- Do you own or lease a car?
- Please estimate your average monthly housing expenses (including rent and utilities) to the nearest dollar.
- Please estimate your annual income (include spouse/partner income if applicable).
- What percentage of your monthly household income goes toward rent and utilities?
• Has the cost of housing required you to find additional sources of income (including loans) to supplement your university stipend?
• Do you pursue a job (full- or part-time) outside of your academic duties to help pay your housing expenses?
• Has the cost of housing required you to take out a loan?
• What percentage of your monthly housing expenses are covered through loans?
• Do you anticipate needing to take out a loan in the future to cover the costs of housing?
• Select the answer which for the following statements holds most true (strongly disagree to strongly agree)
  • The cost of housing has placed an excessive financial burden on me.
  • The cost of housing has placed an excessive psychological burden on me
  • Living in campus housing for my program length is necessary to finish my degree in a timely manner
  • The University should offer designated family housing to families with children
  • The university should offer families with children subsidized housing rates
• Please enter any safety risks you are aware of, if any, for children in on-campus housing.
• Select the answer which for the following statements holds most true (strongly disagree to strongly agree and n/a). I live off campus because……
  • Cost
  • I prefer living off campus
  • Proximity to spouse’s or partner’s job
  • I need pet-friendly housing
  • I did not apply for room draw
  • I did not think I would receive on-campus housing even if I applied for room draw
  • It’s a better location or environment for children
  • My program does not require working on campus
• Rank your preference for the following units in the box "I would live in this unit type", with higher placement in the box representing higher preference. If you do not want or cannot live in a given unit type, place it in the corresponding box.
• Please provide the maximum monthly rent you are willing to pay for each unit type (whole unit price, not per bedroom price).
• Do you want the option to live in on-campus housing?
• Select the answer which for the following statements holds most true (strongly disagree to strongly agree and n/a). I want on-campus housing...
- For financial reasons
- For reasons related to transportation
- For access to campus resources
- Because I cannot secure off-campus housing
- For reasons related to research
- Because of the proximity to spouse/partner’s work
- Because it’s a better location or environment for children

- Since being affiliated with the Princeton graduate community, how many times have you moved from one on-campus housing unit to another on-campus housing unit? (For example, if you moved from a room in the New Graduate College to a room at Lakeside, or you moved from an apartment in Lawrence building 5 to one in Lawrence building 6).
- Have your school-related obligations been interrupted by the moving process?
- During a single move, what is the maximum number of days your school-related obligations (i.e. studying or research) have been interrupted by the moving process?
- When moving into on-campus housing have you experience any of the following:
  - Apartment not prepared for move in (not clean, broken appliances, issues with pests)
  - Inadequate move-in instructions
  - Apartment not available on move-in date
  - Housing office did not respond to emails
  - Housing office did not respond to phone calls
  - None of the above
- The communication from the graduate housing office is….. (Extremely adequate to extremely inadequate and n/a)
- Describe the effectiveness of the following methods when trying to communicate with the housing office. (Extremely effective to not effective and n/a)
  - Email
  - Phone
  - Office visit
- Select the answer which for the following statements holds most true (extremely clear to extremely not clear and n/a). Is the room draw process clear with regard to...
  - Your eligibility to participate in room draw
  - Retention and pre-draw policies
  - Your chance of being successful in room draw
  - The type and availability of different units
  - The unit type you were successful for
- How stressful is the room draw process? (not at all stressful to extremely stressful)
- Is there anything else you would like to add or comment on about housing in general

**Princeton Area Apartment Complex Rent Rates**

<table>
<thead>
<tr>
<th>As of May 2016</th>
<th>Base rent</th>
<th>Rent including required fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-bedroom units</td>
<td></td>
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</tr>
<tr>
<td>COPPERWOOD</td>
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<td>Three-bedroom units</td>
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Table A.1 Princeton area rates based on rents as of May 2016. Provided by University Services.