

2017

SIXTH ANNUAL



ESTABLISHED BY JAMES A. STAR '83

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Star Family Prizes for Excellence in Advising

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The mission of Harvard College is:

- to create knowledge*
- to open the minds of students to that knowledge*
- to enable students to take best advantage of their educational opportunities*

Harvard realizes this mission in part by pairing students with academic advisers who provide them with close personal and intellectual guidance in every phase of their undergraduate careers. The impact of advisers on students can be both subtle and profound.

The Star Family Prizes for Excellence in Advising were established by James A. Star '83 to recognize and reward individuals who contribute to the College through their exemplary intellectual and personal guidance of undergraduate students.

In addition to the recognition they receive, winners of the prize also receive an honorarium. Each year, we ask them to tell us what they themselves think outstanding advising practice is.

Such practice can take many forms, as the words of this year's Star Prize winners attest.

In the Category of Freshman Advising

STEPHANIE KENEN

Associate Dean of Undergraduate Education

Administrative Director of the Program in General Education

It took me a long time to enjoy advising freshmen. I come from an academic background, so my advising experience developed in the context of the classroom or around curricular choices, and with students who had self-selected interests that reflected my own. Mentoring juniors and seniors with whom I could have sophisticated intellectual conversations was easy. Engaging with first year students who were fresh out of high school was not. When I moved into full-time administration, and my identity shifted away from that of a faculty member and scholar, I learned how important it was to meet my first year advisees on their own terms, instead of on mine.



Every advisor, like every student, is stronger in some domains than others. Given my role in the College, I know more about the curriculum than many members of the BFA, so it's easy for me to help students navigate the curriculum, pick classes, and try out new ideas. But I know next to nothing about extra-curricular opportunities, roommate situations, or many of the other things that our students struggle with during their first months on campus. I do know, however, that the first year in college brings a flurry of challenging situations and that the most important thing that I can do as an advisor is to normalize these transformative experiences. Most students will stumble at some point, socially, intellectually, or personally. Most of them will have doubts about whether they belong here, about whether they are making the right choices for their future, about who they are and who they want to be. Some of them will change their group of friends multiple times, searching for the place where they feel at home. Many of them will fall in (and probably out) of love. Most of them will discover new kinds of freedom; others will be more homesick than they anticipated. All of this is normal. All of this is part of going to college and growing up, or at least huge first steps in that direction.

Each of my advising relationships is unique. Some are superficial; others are quite profound. As advisors, we have a huge impact on some students; others will struggle to remember our names. But we are most successful when we have planted seeds of wisdom that will sprout and bloom when they are needed, whether or not our students remember where those seeds came from.

A Student Perspective on Freshman Advising...

- Meet your advisees where they are; show some vulnerability
- Go out of your way to help every student, even the clueless ones
- Be Accessible
- Get to know your advisees on a personal level
- Help your advisees see the “bigger picture”
- Be honest with your advisees about what you know
- Don't simply recite the rules and guidelines in the Student Handbook
- Be proactive in reaching out to students

Freshman Advising

JONATHAN ROSSI

*Research Analyst, Office of the President and Provost
Proctor
Member of the Board of Freshman Advisers*

This is my third year as an adviser with the Board of Freshman Advisers and my first year as a proctor. I feel incredibly lucky to have worked with so many outstanding students, PAFs, deans, and fellow advisers and proctors, and much of the credit for the advising approach I have developed has to go to them. Advising is not an undertaking to be carried out in isolation, and I have found that remaining open to learning from all members of the Harvard community has helped me become a better adviser.

Looking back at the past few years, I can identify a few key philosophies that have guided my advising style. First, I think advising is all about creating the conditions for good conversation. I want to know what students are interested in and what fires them up! I enjoy sharing my own interests, hobbies, and passions and creating space for them to do the same. I think it's important for students to vocalize the patterns and threads of interest that have appeared for them again and again and to find ways to incorporate those interests into a well-balanced life at Harvard.

Speaking of balance, I also think that freshman advising is about so much more than academics. I love when students care about subjects or hobbies that extend outside the lines of specific classes. I enjoy helping them think about ways to pursue those passions by drawing on different courses, but also relationships with peers and professors, projects or volunteer opportunities outside of class, or inspiration from others in the entryway. College is a wonderful and unique opportunity to be surrounded by structure and courses, but I think that learning to draw knowledge from those around them will enable students to strive for lifelong learning far beyond their college years.

I also aim to be as optimistic and positive a presence in students' lives as I can be. There is enough external and internal pressure that causes them to question whether they can or should be pursuing a particular ambition. I say go for it! Sometimes it's simply knowing that someone else believes you can succeed that makes the difference.

Finally, I am grateful to be able to combine my roles as an adviser and proctor. Advising students in my entryway allows me to take the long view on advising conversations, knowing I can spend the time necessary to truly get to know my advisees throughout the year and tailor my advising style as individual conversation styles emerge.

All in all, advising is a two-way street. I have learned so much from my students over the years and I look forward to many more years of learning from such a thoughtful, interesting group of people!



A Student Perspective on Freshman Advising...

- Be well versed in issues of inclusion relating to gender, ethnicity, race, sexuality, class, and ability status

Freshman Advising

RICHARD THOMAS

*George Martin Lane Professor of the Classics
Member of the Board of Freshman Advisers*

I've been doing freshman advising for around twenty years, and find it is both a rewarding and enjoyable way of being involved in the lives of our undergraduates, at the moment when they may be most in need of this sort of guidance as they make the transition from high school to college. In the first meeting I try to have the students do as much of the talking as possible, asking only the sorts of questions that will help me see in what areas they might be most in need of help and direction. But this also helps me understand who they are.

On the academic side I see my job as helping students get access to aspects of the curriculum that might not have occurred to them, and about which they might well be interested. I also try to counter the impulse, instilled early in the entryways, even before the opening advising meeting, to go by default into the two or three larger courses that most of them end up in. I therefore ask them about the things they couldn't do in high school but are curious about. We generally talk about freshman seminars, and the benefits to be gained from meeting other first-years with similar intellectual interests, as well as from being in small group-learning situations.

I like to ask my advisees about specifics of how their courses, extracurriculars, and entryway and dorm interactions are going. This is in large part to keep on top of how they are fitting in, what issues, if any, are bothering them. Listening is important in all of this. I don't pretend to have all the answers to their questions, but try and chase down any that I can't answer and get back to them.

I try to help students realize that Harvard now belongs to them and that they can make of it what they wish, both in their academics and in other areas. I am quite open about what I think the College and the University are doing less well, and urge them to see themselves as citizens of the institution and therefore entitled, even required, to speak up as they feel is warranted. I also warn them about the things to watch out for, unsafe use of alcohol, for instance, and with women advisees I generally tell them to watch out for the Final Clubs. Mostly I try to help them make the transition to Harvard, and I make sure they understand I am always ready to respond on any issues, problems, questions.



A Student Perspective on Freshman Advising...

- Don't think of freshman advising as being just about helping your advisees to choose the right classes, and signing off on their Study Cards; they haven't experienced college before, and need advising on so much more
- Question your advisees when you think they're being hasty! They're ambitious and driven—which comes with the territory—but that doesn't mean they're always right
- Take advantage of Annenberg lunches!
- Push your advisees to bust out of their comfort zones
- Let your own experiences as a student inform your advising work

In the Category of Sophomore Advising

LAUREN BRANDT

*Assistant Dean for Academic Integrity and Student Conduct
Lecturer on History and Literature*

To me, being a sophomore adviser is one of the things I value the most about my work at Harvard. Every September, I get to meet and work with some of the most amazing members of our community; I feel privileged to be allowed to be a part of their Harvard experience and it reminds me of all of the reasons I decided to become a teacher. Harvard can be a big, overwhelming and confusing place, and I see my role as helping students decipher its nuances, understand its resources, and feel comfortable in it.

In my years as a sophomore adviser, I often found the following three things to be the most important to building relationships with my advisees.

Listen: I've found that leaving enough time to really have a conversation is the most crucial thing. Whether that means grabbing coffee, hot chocolate, or a Felipe's burrito, sometimes just getting out of the House dining hall office can really help. In a conversation, it can sometimes be really easy to take everything at face value or focus solely on what needs to be accomplished (releasing the course hold or figuring out concentration choices), but what's equally important is how people are feeling about their experiences. Sometimes, all you need to do is to ask: how is this semester working out compared to last year? How are things at home? What are your plans for the weekend? A sense of curiosity and a willingness to share a bit of yourself so that it's a reciprocal relationship is always a good start.

Breathe: Provide a sense of perspective. It can be really easy for Harvard, coursework, extracurriculars, etc. to grow outsized in our daily lives. I always try to bring a sense of grounding to my conversations with my students. Their time at Harvard is one part of their life, not the entirety of it – helping them carve out time for themselves, to make the decision that is best for them at this time, and reminding them that their time here is a journey, not an end point, is integral to the role.

Support: Some of the best advisers I've had, and whom I've tried to emulate, are those who I felt genuinely cared about how I was doing, what my thoughts and plans were, and who offered concrete support when I was struggling. It can be as simple as a short note, a quick text, a Facebook message, or a brief check-in.

What I've found is that it works both ways – in the best advising relationships I learn just as much or even more from my advisees than they learn from me.



A Student Perspective on Sophomore Advising...

- Tend to the development of all parts of your advisees – the intellectual, the academic, the social and most importantly, the personal. Attend student events
- Show your advisees that you genuinely care about them
- Be available and approachable

Sophomore Advising

BETHANY KIBLER

*PhD Candidate, Social Anthropology and Middle Eastern Studies
Tutor in Cabot House*

Advising students has, hands down, been the most fun and rewarding part of my graduate school experience. College can be an extraordinarily dynamic time – a time of great personal and intellectual growth, enormous anxiety and fear, and worldview-redefining crisis and epiphany. As advisers, we often get to see these amazing processes at work in the unique lives and minds of our students. What a gift!

In return, we offer respect, a willing ear, and a sounding board. My own approach to advising has always been to listen as curiously as possible, ask questions, and then do my best to reflect back whatever it is I've just heard. In other words, before anything else, I just try to help students hear themselves.

I've found this particularly helpful working with sophomores. So often, students (like all of us!) have a hard time disentangling what they think, feel, or want from the powerful narratives being offered to them – from peers, from parents, from the university etc. 'Sophomore transition,' for instance, has a number of readily available plotlines – the move from 'the yard' to 'the house,' dilemmas about clubs and extracurriculars, and 'suddenly-serious' worries about concentration declaration and future job prospects – all of which may speak in some ways to a single student's experience, but none of which can encompass it. In this context, listening, asking questions, and letting students know that "this is what I hear you saying," can be a powerful tool.

Finally, a few tips and reminders I've found to be helpful -

- **Never assume.** Never assume you know a student before you've put in the work of getting to know them. Never assume your own experience (in college, with similar issues) predicts anything about theirs. And never assume that you're an expert.
- **Don't overestimate your importance.** Students need very different things. Harvard has an embarrassment of riches when it comes to student resources. It's totally okay if the sophomore advising relationship is not a particularly important one for a particular student. (Even so, see below).
- **Don't underestimate your importance.** You may have a student who never responds or seems uninterested in your meetings. Fine. Keep at it. Email them anyway. For some students, those emails – and your persistence – may be more meaningful than you know.
- **Be yourself.** You can't expect students to share themselves with you, if you won't let them into your own weird ways.
- **Follow up, then follow-up some more.**



A Student Perspective on Sophomore Advising...

- Be encouraging. The advising relationship should provide a safe space for your students to talk things through and be supported rather than judged by you
- Don't set discouraging and/or unnecessary limits
- Be sensitive to the family and career pressures on your advisees

NASEEM SURHIO

*PhD Candidate, Near Eastern Languages and Civilizations
Tutor in Mather House*

I feel very honored to be chosen as a Star Prize recipient. While I would not presume to prescribe any set of practices as “the best practices” for all sophomore advisers, here are some approaches that have worked well for me:

Be a friend to your advisees

I asked a number of students what they imagine their ideal sophomore adviser to be. They principally and overwhelmingly described the qualities of a mature, benevolent friend: someone with whom they can be absolutely honest without fear of judgment, someone who is more experienced than they, but who does not speak down from a position “above” them.

That is the adviser I aspire to be.

But it isn’t immediately obvious how one develops that kind of relationship with one’s (non-peer) advisees. What I’d like to underscore is the importance of the very first meeting in establishing the tenor and possibility of the advising relationship. I have a couple soft guidelines for initial meetings that I always follow:

Get out of the office, and don’t focus on academics (yet)

I never hold my first meeting with new sophomores in an office. It is intimidating and awkward for anyone to sit down with a new person and immediately have a substantial conversation. This is true *a fortiori* for 19 year-old sophomores moving into a new House and community.

My first advising meeting is always an outing. Typically, we go for a 45-75 minute walk. I show my advisee their new neighborhood, introduce them to the cafes and interesting spots within walking distance. We inevitably talk along the way about their summer, what they’re looking forward to, how they found their way to Harvard, who they’re rooming with, what they’re looking forward to this year, etc. I get a much fuller sense of them this way than I would if we were sitting in my office looking at their freshman transcript and sophomore questionnaire, and focusing on academics.

Pair advisers and advisees primarily on the basis of personality and personal interests and secondarily on the basis of academic and professional interests

This one is for the Houses and the executive decision makers therein. Successful sophomore advising begins long before advisers and advisees ever meet. The matching process is effected in each House by a Sophomore Advising Coordinator (SAC), whose work is crucial. Our stellar SAC in Mather House, Gasper Begus, devotes a great amount of time and mental energy carefully matching incoming sophomores with advisers on the basis of personality and personal interests in addition to academic and professional interests.

While I study Islamic intellectual history in the NELC Dept, some of my closest and most rewarding advising relationships have been with students who concentrate in Math, CS, HDRB, and ECON.

Pairing on the basis of personality and personal interests helps to establish successful advising relationships that continue to develop after the 3-month window in which sophomores decide on their fall courses and declare their concentration.



In the Category of Concentration Advising

CAITLIN CASEY

*Allston Burr Assistant Dean of Harvard College, Lowell House
Lecturer on History and Literature*

Being an advisor at Harvard is a huge responsibility but also an incredible privilege. My life has been profoundly shaped by the amazing advising that I received as an undergraduate at the College. My advisors in History and Literature were brilliant academics who constantly pushed me to think more deeply, read more critically, and write more fluently (and also, procrastinate less). They were great friends who supported me when I stumbled and cheered me on when I succeeded. I learned from them what excellent mentorship looked like and I think it is only fair to try to pay it forward.

The first key to advising at Harvard is to be adaptable. There is no typical Harvard student so there is no one-size-fits-all kind of advising. It is imperative to get to know your advisees as complete people early in your advising relationship. If we only engage with our students in the classroom, we will never know about the incredible complexities of our cellist neurobio concentrators who also run startups that were inspired by their time volunteering in prisons. If we know what makes them tick outside of the classroom, we can help them make the most of their time inside the classroom as well. We also have to recognize that students' priorities at Harvard evolve during their careers as undergraduates. It is our job as advisors and educators to respect where they are, while always encouraging them to evaluate what is fulfilling them and what may be distracting them from their goals.

I think another central aspect of advising is to be present and accountable. Harvard can be complicated and seemingly impenetrable. You are your students' entry point into the institution so you owe it to them to make them a priority. Follow through on your promises – whether it is to find out something administrative or return a draft in a timely fashion – and likewise, hold them to the promises they made you. The trust you will build with them just by being a reliable ally has enormous benefits. It makes the relationship more collegial and as importantly, students push themselves harder when they feel like you are invested in their success. Our confidence in them rubs off and all of a sudden, they are taking more intellectual risks and finding their voice.

Finally, I think there is a fine line we walk as advisors between giving advice and listening. Initially, I spend a lot of time listening and reframing what a student has said to me. In these brainstorming meetings, I am trying to show them that even if they feel at a loss, they actually do have thoughts and opinions on whatever topic we are talking about. They know a lot more than they think they do. Their desires for perfection can often cloud their understanding of what is good. Sometimes, however, we should move past just being a sounding board and give concrete advice. We've been where they are and we got through it in one piece so it's our job to pass down our tips. No one needs to reinvent the paper-writing wheel here. Egg timers, word limits, no snacks until you finish a chapter – pass along whatever worked for you! Not only might the tips help, but knowing that their advisor was once in a place where he or she had to use an egg timer in order to be productive will be an added bonus.

Advising relationships are unique in their challenges and their payoff. I'm very grateful that, as a community, we are celebrating their importance and I'm honored to have been recognized.



Concentration Advising

GRACE FERRIS

Preceptor in Chemistry and Chemical Biology

I learned through my experience in college that advisors could be the catalyst for great change and personal growth. The confidence that my academic advisor and swimming coach helped to instill in me has been essential for my personal and professional development. As an advisor, I aspire to help my students in their journey towards excellence and fulfillment, however they define it. To do this, I need to know my students, learn their sources of inspiration, and understand their struggles. This is not trivial.

To know a student means to build trust. Trust is built when I know the college and its resources, the pressures on undergraduates, and how to work through a problem. The best advising can only occur when students know, without a doubt, that you're in their corner and that you care to see them succeed. With this guidance and support, I have seen how students begin to trust their capabilities and reach new academic and personal heights.

In order for a student to be open and comfortable, I believe they need to know that their advisor "gets it." To me, this means telling my own story. I share with my students what it was like as one of the only people in my graduate program from a low-income background, or to be a woman in a male-dominated field. I tell stories about juggling swimming, work, and homework as an undergraduate, my love of teaching, and the hiking adventures I go on during the weekend. While I'm careful not to make advising sessions about myself, I think it's important for students to realize their professors and faculty advisors are real people, like them, with challenges of their own. In sharing my history, I hope to message that it's normal to struggle or to be unsure, and that they will be better for having experienced it.

Finally, to be an advisor means to challenge your students. When I think a student is overcommitted, working inefficiently, not taking responsibility for their choices, or rushing the process, I tell them so. In my experience, most students appreciate the honesty and take their advisor's suggestions to heart. While this approach has occasionally backfired, I have continued to use it in my advising. After all, we must all get comfortable being uncomfortable since that's where the real journey begins.



A Student Perspective on Concentration Advising...

- Encourage your advisees to pursue their true passions
- Be patient
- Don't be afraid to give real advice! Share your experience and your wisdom
- Build relationships of trust and friendship through relatively frequent meetings
- Connect your advisees to a wider (and wiser) graduate community
- Be knowledgeable about the resources available to your advisees and about how to direct them

Concentration Advising

MALIKA ZEGHAL

Prince Alwaleed Bin Talal Professor in Contemporary Islamic Thought and Life

I very much enjoy advising students in the College to assist them with their research. My general philosophy is to discuss their projects and methodology without being too directive so that they can truly learn the research process rather than specific content. I also ask them to reflect on the research process and its challenges and intricacies at the end. It is always exciting to also learn from them and to follow them in their intellectual development.



A Student Perspective on Concentration Advising...

- Push back on your advisees' thoughts and ideas; challenge them. Help them to put things in perspective. College is a time of significant growth; you have the potential to help students through what can be a confusing and stressful time. Step back and look at your advisees' life with a broad perspective, not only focusing on academics
- Guide your advisees. Don't hold their hands. Encourage them to be independent and to explore
- Be willing to learn from your advisees
- Encourage students to reach for the stars, but don't stop there: offer to get them one step closer to their goals through a helpful introduction or a letter of recommendation
- Be available
- Help your advisees see the connection between college and their long term goals
- Oftentimes the most valuable thing an adviser can give a student is reassurance that they are good enough, that they deserve to be here
- Make time for your advisees because it means a lot to know that an advisor is as interested in your personal growth as in your academic growth

In the Category of Faculty Advising

JERUSHA ACHTERBERG

Preceptor in Expository Writing

A strong advising relationship isn't based on the substance of the advice so much as on the quality of the relationship. In my work at Harvard, I am not formally employed as an undergraduate advisor; thus the opportunity to have formal, ongoing relationships with students is severely limited by competing demands on the students' time and my own. So instead, I strive to make a real and honest connection during each interaction with each student—no matter how brief that may be. My approach, which over the last several years has been taking an increasingly Buddhist slant, certainly isn't novel—many thinkers have articulated this philosophy better than I possibly could. In accepting that our actions in the world have consequences, we each have a choice to accept responsibility for those consequences and to try to guide our actions accordingly. That each person, in the moment we are interacting, has thoughts and dreams and hopes and fears just as strong and intrinsically valuable as any of mine, and thus intrinsically deserves an equivalent level of respect and value, regardless of our circumstantial statuses.



Cultivating this kind of authentic relationship requires an unflinching authenticity of the self—which requires openness, vulnerability, and acceptance of your own fallibility. But it doesn't require you to have a particular personality type or style—indeed it is the rare student who shares my decidedly odd sense of humor!—rather, acceptance of your own strengths and weaknesses allows students to acknowledge and accept their own. To the extent that I have an explicit “advising practice” at all, I focus on empathy—the core of which is the desire to help the people around me to be okay, whether that's a student, a colleague, or a stranger on the bus. Not just okay in class, or on campus, but in life. To this end, I try to motivate my students with goals both inspirational and pragmatic. Sometimes this looks like encouraging a student considering med school, other times, it's giving advice on suitable boots for a Boston winter. Ultimately though, to have an authentic relationship, whether it's the span of a semester or just a brief “hello”, means remembering that this other individual is indeed a person—not just “another student”—and treating them with the respect and empathy due an equal.

“What comes from the heart enters the heart. What doesn't come from your heart will never enter someone else's heart.” Dov Seidman

A Student Perspective on Faculty Advising...

- Be generous with your time; hold regular meetings with your advisees
- Ask why your advisees choose the classes they do; make sure their reasons are the right ones
- Take an interest in your advisees' lives as a whole
- Be available
- Be open-minded and nonjudgmental
- Make your advisees feel worthy of your time

Faculty Advising

EDDIE KOHLER

Microsoft Professor of Computer Science

One good advising practice is to not respond to email. This creates an air of mystery and fascination, and only the really great students will tolerate it.

Simon Doonan said, on advice: “Never give, and never ask for, advice.” But people do sometimes want advice! “They don’t. They say they do, but they really don’t.”

My favorite form of advice is giving permission. We should all give more permission! “I want to do something that doesn’t hurt anyone else, should I do it?” Almost always yes. So just say yes.

A related good form of advice is to note when a student is selling themselves short. I have screamed at students who didn’t think they deserved to take an interesting job. This worked out great. However, it is important to judge how much profanity each student will tolerate.

My favorite specific advice came from Albert Bregman, one of Adam Gopnik’s advisors. Gopnik writes of Bregman: “Trying to decide whether to major in psychology or art history, I had gone to his office to see what he thought. He squinted and lowered his head. ‘Is this a hard choice for you?’ he demanded. Yes! I cried. ‘Oh,’ he said, springing back up cheerfully. ‘In that case, it doesn’t matter. If it’s a hard decision, then there’s always lots to be said on both sides, so either choice is likely to be good in its way. Hard choices are always unimportant.’”

Harvard students are amazing, they don’t need my advice, and I’m deeply grateful for the opportunity to work with them.



A Student Perspective on Faculty Advising...

- Make advising a priority
- Don’t over mentor; encourage students to seek their own answers, and to develop their skills
- Foster a collaborative advising relationship
- Be inspiring
- Emotional support is as critical as academic support
- Don’t assume that all students have the same baseline knowledge (about graduate school, job opportunities, help-seeking strategies).
- Let your advisees make mistakes
- Be down to earth and friendly
- Openness is key
- The role of an adviser is to empower students to find their own voices, to encourage them to pursue their interests, and to guide them as they find their place at Harvard

Faculty Advising

EMMA ROTHCHILD

Jeremy and Jane Knowles Professor of History

Time is scarce at Harvard, and time for conversation most of all. Advising is a chance to talk, and it is one of the great pleasures of university life. The undergraduate program is supposed to connect inquiry “with career and civic life beyond college,” and it sometimes seems as though the schedule of weekly classes is an intimation of working life to come; a lesson in being on time. Conversations with advisers are different. I have heard life histories that I will never forget, from Harvard students who have lived many lifetimes in 18 or 19 years. These are conversations, too, that are outside the routine of office hours; conversations about what sorts of classes to take, and why. Even being the adviser of a senior thesis – which has for me continued to be the most interesting part of academic life at Harvard, over and over again – is about having time to talk, at least as much as it is about analysis and semi-colons and amazing sources. I’ve made friends in these conversations. This is the most important.



A Student Perspective on Faculty Advising...

- Be approachable and patient
- Help your advisees be resourceful and to feel a sense of agency in their intellectual and personal pursuits
- Honesty is the foundation of a productive and rewarding advising relationship
- Build relationships of trust and friendship through relatively frequent meetings
- Show you are interested in your students’ lives outside of the classroom

Congratulations to All Nominees

- Jerusha Achterberg** • **Sarah Anoke** • Boaz Barak • **Anya Bassett**
• Gasper Begus • **Jimmy Biblarz** • Kelly Bodwin • Robert Bowden •
Lauren Brandt • **Gregory Bruich** • Kevin Carney • **Caitlin Casey**
• Jennifer Cloutier • Marcus Comiter • Kathryn Davidson • Katie Derzon •
Robert Doyle • Sheila Enamandram • Mike Esposito • Nadia Farjood
• Jessica Fei • Tian Feng • Yaillett Fernandez • **Grace Ferris** • Ann Forsyth •
Philip Gant • Jean-Francois Gauvin • **Brandon Geller** • Joey Goodknight
• Dusty Grundmeier • Emily Harrison • **Sarah Iams** • **Helen Jack** •
Kate Johnsen • **Gabe Katsh** • **Stephanie Kenen** • **Michael Kester**
• **Bethany Kibler** • Philip Kim • **Eddie Kohler** • Annie Leavitt • Erel Levine •
Brigitte Libby • Scott Lovitch • Laura Magnotti • Sirinya Matchacheep
• Eana Meng • James Mickens • Derek Miller • Erin Northington •
Kate Osterman • **James Pelletier** • Katherine Phillips • Jonas Poulsen
• Caitlyn Prandato • Abhishek Raman • Saim Raza • Scott Rice •
Kathryn Roberts • Michael Robinson • Stephen Rosen • **John Rossi**
• **Emma Rothschild** • Greg Rudolph • Matthew Schwartz • Claire Shindler •
Anne Marie Sousa • Austin Sowa • Annie Spokes • Adrian Staehli
• **Katherine Steele** • **Naseem Surhio** • Lauri Tähtinen • **Richard Thomas** •
Lispeth Tibbits-Nutt • **Sara Trowbridge** • **Gregg Tucci** • Shilpa Tummala
• Daria Van Tyne • Joe Vitti • Erin Walczewski • **James Waldo** •
Daniel Wu • Matthew Young • **Malika Zeghal**

****Names in bold** are those of past winners who were nominated again this year

****Names in crimson** are this year's winners

Special thanks to the many students who honored their adviser with a nomination, who shared their stories with us, and whose sentiments underscore the vital role of academic advising in promoting the transformative experience of Harvard undergraduates.

[illegible]