### Student Services

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar</td>
<td>Sonji Paige</td>
<td><a href="mailto:registrar@williamjames.edu">registrar@williamjames.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Hilary Baxter</td>
<td><a href="mailto:financialaid@williamjames.edu">financialaid@williamjames.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>Debra Boyce</td>
<td><a href="mailto:bursar@williamjames.edu">bursar@williamjames.edu</a></td>
</tr>
</tbody>
</table>

### Dean of Students Office

[williamjames.edu/studentlife](williamjames.edu/studentlife)

**Dean of Students**
Dr. Ann Coyne, ann_coyne@williamjames.edu
deanofstudents@williamjames.edu

**Director, Academic Resource Center (ARC)**
Joan Axelrod, joan_axelrod@williamjames.edu

**Assistant Director, Academic Resource Center (ARC)**
Dan Kason, daniel_kason@williamjames.edu

**Research and Writing Specialist, ARC**
Matt Kramer, matt_kramer@williamjames.edu

**Director, Student Life and Student DEI**
Meridith Apfelbaum, meridith_apfelbaum@williamjames.edu

**Director, Accessibility Services**
Jonathan Corey, jonathan_corey@williamjames.edu

**Administrative Coordinator**
Hannah Bozue Masino, hannah_bozue@williamjames.edu

### Academic Advising

- **Clinical Psychology**
  Dr. Joseph Toomey, joseph_toomey@williamjames.edu

- **Counseling and Behavioral Health**
  Dr. Nilda Laboy, nilda_laboy@williamjames.edu

- **Organizational and Leadership Psychology**
  Dr. Suzanne Devlin, suzanne_devlin@williamjames.edu

- **School Psychology**
  Dr. Jason Kaplan, jason_kaplan@williamjames.edu

### Academic Resource Center

**ARC Research and Writing Resource Guide**
Joan Axelrod, joan_axelrod@williamjames.edu

### Career Resources

[williamjames.edu/career-services](williamjames.edu/career-services)

**WJC Book Store**
Julia Clement, julia_clement@williamjames.edu
Manny Jeudy, emmanuel_jeudy@williamjames.edu

### IT and Services

[support.williamjames.edu](support.williamjames.edu) • support@williamjames.edu

### Library

[williamjames.edu/library](williamjames.edu/library)

**WJC Book Store**
Julia Clement, julia_clement@williamjames.edu
Manny Jeudy, emmanuel_jeudy@williamjames.edu

### Self Care and Other Resources

**WJC Self-Care and Other Resources**

### Students with Disabilities

**Director of Accessibility Services**
Jonathan Corey, jonathan_corey@williamjames.edu

**WJC Accessibility Services**

### Student Employment

[Federal Work-Study Application Form](williamjames.edu/studentlife)

**CareerLink Job Portal**
financialaid@williamjames.edu
1. Email advisees as soon as they are assigned to you.
   • Share your contact info and set up an appointment in the first three weeks of the semester.

2. Define the process and a suggested schedule of when you will be meeting across the year during the first meeting. Set up a two-week follow-up for your next check-in.
   Define the parameters and focus:
   • Academic Planning and Curriculum Mapping
   • Field Site Planning and Decision Making
   • Professional Exploration and Planning
   • Manage stressors while meeting academic and professional obligations
   • Personal growth

3. Schedule a one-month follow-up at the two-week check-in.

4. Schedule a meeting mid-semester before registration at the one-month follow-up to review course selection and discuss field site search.

First Years
Consider holding an early group meeting with the intention of helping them create an on-going support group. If successful, facilitate periodic group advisory meetings.

• Understand and respect that each advisee brings different perspectives, experiences, and interests.
• Communicate clearly & frequently about expectations. Ensure mutual understanding.
• Help develop a timeline for completing academic requirements and meeting professional goals.
• Meet regularly to review progress, goals, challenges, and future plans.
• Encourage openness about challenges or difficulties and work with advisee to resolve.
• Listen to and support scholarly and professional goals.
• Be knowledgeable about dept. and graduate school policies.
• Be aware of institutional resources.
• Prepare advisee to be competitive and challenge your advisee.
• Model key behaviors, like confidence.
• Champion advisee dreams and give public praise.

*This advice is sourced from the American Psychological Association and the National Academic Advising Association.

Who wants what?

What Advisees Want from Advisors
• Respond to emails
• Frequent check-ins
• Open-minded, clear, constructive feedback
• Keep up with changes in the job market

What Advisors Want from Advisees
• Stay in touch
• Remember the big picture
• Be aware of department policies and procedures